Minneapolis Public Schools

COURSE OF STUDY

IN

GEOGRAPHY

AND

RELATED READING

FOR

Intermediate and Grammar Grades

MINNEAPOLIS PRINTING COMPANY
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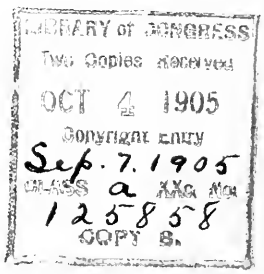

OBJECTS IN PRESENTING A COURSE OF STUDY IN GEOGRAPHY AND RELATED HISTORY.

I. The first purpose in offering to teachers an outline of the course of study in geography along with suggestions and directions for teaching, is to put before them a richer field of material, to enlarge their resources, and to remove limitations rather than place them upon teachers.

No teacher can do successful work who is confined to the text book in hand. The process of education is a process of "continued reconstruction of an individual's experience", and the means—the materials in the hands of the teacher—are not to be found in text books, not even inside the school room. That teacher is most successful in the disposition of her subject-matter, who, systematically and sympathetically, reaches into the outside world of life, gathers up its related interests, and focuses them upon the growing child. With this in view, the true "course of study" is in the great outside world of fact and interest concerning nature and man, and the true teacher is to select and organize her materials from the complexity of phenomena and life about her, from the sky over her head, from the air she breathes, the ground on which she walks, from the people with whom she talks, the books she reads, and so on.

The course of study as herein outlined and developed is only suggestive with the hope that it may be an aid to the teacher in selecting and organizing her material, and in presenting the same to the children.

II. A second purpose must inevitably follow as a consequence, —an enrichment of the so-called course of study. It will end in a richer field of material for the children of the schools, a

greater power of the school over their lives, a wider acquaintanceship with the world, broader views of life, and a greater sum-total of character and culture.

The first purpose, then, aims at the teacher and the enlargement of her resources. The real end is the larger, richer and happier field of experiences for the children.

ORDER OF DEVELOPMENT.

I **Subject-matter.**

(a) Primary grades. Home geography and nature study.

(b) Intermediate grades. National and social geography. The personal element. The study of the peoples and their varied interests in the different sections of the world, relating the elementary facts of history to geography.

(c) Grammar grades. Geography in its scientific aspect. The causal idea. A second spiral of the continents, giving special attention to the geographic influences in their relation to life.

II. **Mental Faculties Exercised and Developed.**

(a) Powers of observation. The geography of the primary grades is essentially perceptive, and results in an exercise and growth of the powers of observation,—a building up of the sense-world.

(b) Imagination. The geography of the intermediate grades calls more upon the imagination. As children are led for the first time to other lands, they see, in the mind's eye,—in imagery, the various peoples with all their characteristic features, customs, surroundings, etc.

(c) The Reason. The grammar grade geography is essentially a rational study. As children take up the study of the continents for this last round, the prevalence of the idea of cause and effect makes it a more scientific form of geography, and pre-eminently a rational study. There is no study in the school course, when rightly taught, that will present so many problems for solution.

(d) Memory. All thru the school course the work in geography calls for the exercise of the memory. Too many times it has been the only faculty appealed to, but even with modern methods of teaching and with a view of the subject of geography contemporary to modern scholarship, there is no doubt but that geography in every year of the school course must make its appeal to the retentive powers of the mind.

(e) Powers in General. All courses of study, if planned in harmony with child experience and the natural order of growth, should not only enable each child to "find himself", to discover his inborn capacities and powers, but should bring him to do, in the fullest degree and in the most perfect manner, that for which he has an aptitude, leading him with ever-increasing freedom and pleasure in the ways that nature has pointed out. In this way, only, is the school to contribute to each individual's efficiency, serviceableness and happiness. In other words, it is one of the great purposes of this course in geography to environ each child with such a rich and attractive field of experiences as to lift him out of his ordinary range of experiences and to give free play to all his powers. The aim is, then, thru an appeal to spontaneity and interest, to lead to free thinking, concentrated attention, voluntary co-operation and thus finally to a vigorous and active will — one of the chief ends in education,

RELATION OF DEVELOPMENT WORK TO DRILL.

The successful teaching of geography is not all development work. The pupils ought not to study synthetically in every lesson and in all grades. There has been a decided reaction against drill by too many of our best teachers of geography in an effort to give the subject the prerogatives of a science, and abolish it simply as an information subject with its mass of unrelated facts.

The old geography was burdened by its own shortcomings and so narrow was the conception of its teachers that it *began* and *ended* in drill on locations and isolated facts. The "new geography", emphasizing cause and effect, has established its position among the sciences, and too many of its teachers have gone to another extreme in an effort to present all by laboratory methods,—synthetic steps, ending in carefully-worked-up descriptions and logical explanations. Some geographer has recently expressed it in his very scientific lore, that the "laboratory method is the only method in geography, as it affords pupils opportunity to proceed, by observation and experiment, by guarded hypotheses and careful verification from the known to the unknown, on the well-founded assumption of the uniformity of nature".

Now the average teacher of boys and girls in our schools need not spend much time in working herself up to the scientist's conception above quoted, but she should know that any practical, common-sense way of presenting any subject, as Greece, Brazil, Egypt or Japan, calls for a certain amount of inductive approach, a certain amount of description and illustrative teaching, and then, after all the rich content has been developed, she should not conclude her study of any country without some old-fashioned drill upon world-known facts and locations.

But very little good teaching has its beginning in drill and memorizing, but a great deal of it ends there, in organization, generalizations, and memorizing. The time is past when good teachers will require children to memorize boundaries of all states and countries, lengths of insignificant rivers, heights of mountains, sizes of all cities, populations of states, and so on; but no teaching of Europe, for example, is complete, no matter how rich the study has been in development and description, without a thoro and systematic drill on facts of interest about the countries, capitals, governments, cities, rivers, physical features, coast line, etc. Development, then, as a rule, will furnish the good teacher the way of approach, while drill will conclude the study of each region.

NATURE STUDY AND GEOGRAPHY.

The study of geography in the grades is closely related to nature study; in fact, so intimate is the correlation that in the primary grades the two subjects are scarcely differentiated. There are no lessons in geography, distinctly such, in the first two years of the school life. They are essentially lessons in nature study. It is the study of nature's ever-present forms and most striking phenomena that lays the basis for all work in geography.

In the third grade, the so-called home geography is scarcely more than a systematic observation of the home environment of children. It all aims at a broader and somewhat organized form of knowledge of local land and water forms, of weather and season changes; it aims at a more general acquaintance with the life, history and interests of the community or the home city, ending in real and imaginary journeys to local points of interest.

Besides this regular home geography in the third grade, there is a special form of nature study which is carried along independent of the geography lessons, and becomes a basis for a considerable portion of the language work. This nature work is carefully outlined in a separate course and consists in a study of common plants, flowers, seeds, fruits, domestic animals, wild animals, insects, birds, and so on.

So far as the third grade is concerned, then, there is a definite period in the school program set aside for home geography, and another period for nature study, scarcely dissociated.

The same plan is followed thruout the fourth and fifth grades and on thru the B sixth. Nature study appears in one form or another at periods separate, as a rule, from geography, yet there is an organic relationship between nature study and the geography work of these grades.

So while the nature study in the first grades prepares the way for formal geography, and while, in the third grade, it stands in intimate relationship to all geography teaching, there is a certain amount of nature teaching that should find its way into the fourth, fifth and sixth years of school life, *not* only because it is so closely related to "school subjects", but because of the importance that acquaintanceship with nature and contact with nature hold in the educative process. The aim is to keep nature in close relation to child life in the process of elementary education.

In view of the fact that modern life tends to drift away from nature into artificialities of every sort, there will be an ever-increasing need for more "Nature Study and Life" in the primary and intermediate school grades. Doing something with nature must ever form a large factor in education. This alone, as Froebel says, can prevent education from becoming hollow and empty, artificial, and a wholly second-hand affair. In other words, as Hodge puts it, "the purpose of Nature Study is learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth living".

HISTORY AND GEOGRAPHY.

In the fourth and fifth grades the two subjects, geography and history, are considered together. In these grades the children make, for their first time, a study of the geography of the different leading countries of the world. It is a movement from home outward. It all aims at a larger acquaintance with the people who inhabit the different lands, and with the facts of interest concerning them. These facts of interest may be geographic or historic. As children are led, for the first time, to a study of Massachusetts, Kentucky, Holland, Greece or Rome, they are not interested so much in geographic facts as such and facts of history wholly isolated, as they are in the life side,—the incidents, anecdotes, stories, pictures, views, homes, costumes, habits, etc., of the various peoples. It is not the time for geography as a science based upon the causal idea, nor is it a time for children to lay hold of history as an "unbroken stream of life", but it is a time when the study of each particular locality in geography should be supported and enriched with sufficient descriptive matter, even historic, to give interest in and value to the subject presented.

History, then, should come to the help of geography in the study of Boston, Quebec, Minneapolis, Athens, Rome, St. Petersburg, and so on. It is not a connected or consecutive history. It is not history taught at a separate period. It is descriptive geography illumined at the proper time by related historic facts. It is the age in the life of the children when they demand stories of real life. They are not so much concerned with the time-element nor with the adult's carefully-worked-out "back-ground of history", as with events, men, heroes, interesting places, etc.

A collection and an assimilation of numerous geographic and historic facts worth knowing are to be the results to children in the intermediate grades, while in the upper grades, all their material is to be more carefully organized, generalized, and co-ordinated into relations of cause and effect. Children in the lower grades are not in the active, rational period of school life. Neither the broad aspects of history, nor geography as a science should be attempted in the first round of study of the continents. The imagination is the predominant intellectual faculty of the intermediate pupils. The aim is not to fill the mind with information. Enthusiasm and impression hold a more im-important place in their lives at this time than a pretence to thoroness in working out causes and effects.

The child is a rational being, 'tis true, but at an early age his powers of reason are implicit rather than explicit. He *can* be driven and his reasoning *can* be forced, but not before the upper grammar grades should geography assume the significance of a science with the causal idea the ruling one. Then, also, should come history as a separate subject where pupils may hope to work out its unity; then, also, rational arithmetic, and technical grammar, if they are to come at all in the grades. The nascent period for the rational powers of children comes late in the grades.

THE TEXT BOOK AND GEOGRAPHY.

The teacher rather than the text book should lead the class. The text is only an aid—an arbitrary aid,—not governed by a regular order or by fixed rules. The mere hearing of lessons should not be allowed to take the place of actual teaching. Lessons should rarely be assigned by pages, as such. Every stage of the subject should be approached and introduced naturally, and topical assignments should be the general method. It follows, then, that many pages of the text may not be studied as carefully as others, possibly some pages not at all. The memorizing of definitions or other portions of a text, or of matter copied on the board and in blank books, is a mechanical form of teaching and is of but little value.

Time should not be wasted on unimportant details. The more influential features and countries will naturally receive more attention and fuller treatment. No matter how good a text may be, no thoughtful teacher will attach equal importance to all the facts in the book. Many of the single and isolated statements found in political geographies should be left untaught. The aim always should be to organize the teaching about typical, well-chosen topics which will permit of more elaborate development, and such relation of facts as will give unity, value and interest to the matter presented. The facts developed will be gathered from more than one book. They will grow out of the teacher's broader experience, more varied reading, and larger resources, as well as out of the pupil's interest in preparation, supplementary reading, and individual investigation.

The teacher must not only know her class and each individual's possessions and resources, but she must know definitely what she wishes to teach. There is no subject in the school course that requires more extensive daily preparation, greater discernment, and more collateral reading on the part of the teacher. What the children get out of their geography study will depend almost entirely upon the fields into which the teacher leads them and upon the inspiration, the daily plan, and the order attending the study.

READING AND GEOGRAPHY.

Reading is the farthest reaching acquisition of the child in the school. No agency is capable of becoming so effective for discipline, for joy and for information. No other study is so practical and at the same time so cultural if rightly presented, and yet no other study when unwisely taught conduces to mental habits so bad.

Children in the grades do not read enough. In most cases they will read all they can get their hands on, but teachers and school authorities are too prone to hold them to the adopted texts. Reading at the "regular time" is an imposed duty while reading for the joy of it along supplementary lines in history, travel, geography and clean fiction is denied. There is such an abundance of excellent material that might come to the help of geography and history if only a part of the traditional school-reading and school-readers were abolished.

No teacher can teach the geography of Greece or Rome, for example, and confine herself to the text in hand. There is a rich field of reading, treating of Gods, Heroes and Men, that should accompany such study. It is not necessary that the regular reading period be given over to supplementary geography. While most of the materials chosen for the regular reading hour should be from the "literature of power"—writings that by reason of their purity, beauty and spiritual strength have become classic—yet, there should be in the schools somewhere much supplementary reading of legends, myths, heroes, adventures, travels, descriptions, historic and geographic poetry, giving the children a familiarity with allusions, a classic lore, a broader conception of life and the world, and a sure literary foundation. So it is believed that no other subject can so supplement and enforce the study of geography and its related history as much as can reading,—silent reading, school reading, home reading.

PICTURE STUDY AND GEOGRAPHY.

Verbal description in the study of geography has a wide field of possibilities, and the greatest reliance must be placed upon it; but no matter how logically and systematically it may be developed, it has its limits. Words fail many times to give adequate ideas of form or color or phenomena or scene, such as may be pictorially or objectively presented. Teachers are becoming more and more alive to the teaching value of pictures, and their free use to supplement geography can not be too highly commended.

Pictorial representation, appealing to the mind thru the eye, has become an indispensable adjunct in teaching geography. Every teacher should read the chapter on "Pictures, Models and the Globe", from Redway's New Basis of Geography. Several publishing houses now make the trade in pictures their chief business. It is the work of a long time for a teacher to make a useful and usable collection of pictures.

Many subjects appearing in the geography course suggest an abundance of pictorial teaching: the study of the American Indian and the Pioneer and Primitive Life, prominent views in the United States, the prominent buildings of large cities, the famous land-marks, historic spots, monuments, well known points of interest to the traveler, etc.; the study of the Eskimo life, the Aztecs, the tropic lands, Japan, China, Greece, Rome, France, the Rhine, Egypt, and so on.

Both the Perry and the Brown Picture Companies publish many good subjects. The Earl Thompson Co. of Syracuse, N. Y., publishes several hundred blue-prints to supplement the geography of all countries. The Hood Sarsaparilla Co., of Lowell, Mass., is sending some very helpful pictures with accompanying descriptions. The Cosmos Picture Company of New York

is offering schools some very valuable collections for pictured geography and history. Teachers everywhere find the Stoddard pictures a permanent value in teaching and a never-failing interest to children. Teachers frequently draw pictures profusely from magazines, illustrated articles, newspapers, etc.

The practice on the part of both teachers and pupils of bringing good geographical pictures into the school room is commendable, but there is danger of confusion, disorder, cheapness in a too miscellaneous and unrelated assortment. Most of the modern texts in geography contain well executed and carefully selected pictures. Children should be led to a study of the picture as well as of the printed page. Many inferences can be drawn often concerning customs, modes of life, the climate, advancement, etc.

The stereopticon is destined to a more general use in the public schools, and in time it is to become one of the most efficient means of education. The object will be education and not entertainment. Views are easily obtained illustrating the whole range of geography, history, physiology, works of art, industry, manufactures, literature, and, in fact, nearly every phase of the course of study. A caution to be observed here is that the views should be of the highest quality both in the choice of subjects and in workmanship. The slides should be systematically arranged, the picture study should be properly correlated, and each particular lesson should be definite in purpose even if informal and conversational in character.

Probably one of the most effective means of pictorial study lies in the proper use of the stereoscope, which gives to the pictures a prominent relief and the appearance of solid form. The excessive cost of a working outfit has kept them from general use in the schools.

LANGUAGE AND GEOGRAPHY.

There is a vital relation between geography and both oral and written language. There is no subject in the school course, if rightly presented, that offers greater opportunity for language drill. The description of races, costumes, manners, homes, industries, cities, great buildings, famous landscapes, and scenery, historic spots, climatic and physical influences, along with all the picture study, the story telling, narratives, imaginary journeys, biography, mythology, etc., affords a foundation for a good portion of the language work.

The teacher should put a premium on descriptive geography. The recitation is the time to develop it, to organize it, to give opportunity to express it and reproduce it. The clean, well developed, rounded out topical recitation should be the constant aim in all grades. Every recitation in geography should be a lesson in language as well.

The teacher's danger lies in too much talking on her own part. She should not take all the training intended for her children. She should be interested not only in what she hands out to them, but in what she is able to get back. The teacher should see to it that every geography lesson is mindful of the children's opportunity to express themselves.

Not only is the geography time the seat of much language drill, but the regular period set aside each day for language should come frequently to the help of the geography. As the class is working with Greece or Rome, for example, the composition period may be given to a development of carefully written paragraphs on such subjects as Paris, Helen, Priam, Achilles, Ulysses, Xerxes, Leonidas, Thermopolæ, The Acropolis, The Parthenon, Olympus, The Forum, The Arches, Julius Cæsar, Hannibal, etc., etc. So all along the course. Kentucky may

suggest Daniel Boone; Virginia, Pocahontas; Chicago, the great fire; Minneapolis, the flour mills; Switzerland, William Tell; Egypt, the Pyramids; France, The Gleaners, the Man with the Hoe, The Angelus, or the French Peasantry, etc.

There is danger, also, of too much written work. Compositions should not be written merely for "busy work". No teacher should form habits of asking for written work which she leaves uncorrected. There is no more excuse for allowing errors to go uncorrected in written language than in the spoken. Here is the safe rule for determining the amount of written work a teacher should demand,—just the amount she can correct *promptly* and *accurately*.

There is one other suggestion timely for teachers of the intermediate grades. There is not enough emphasis placed upon paragraph writing. Well organized and carefully written paragraphs upon specific topics should be the basis for all composition work in the fourth, fifth and sixth grades. As a rule, teachers assign subjects too far away from the school life and the interests of the children. The subjects are also too broad, too indefinite. Children should be held for greater accuracy of statement, for more systematic development, and for more definiteness in the composition of single paragraphs. "This one thing I do." This one thing I develop in this paragraph.

SPELLING AND GEOGRAPHY.

The spelling work of the public schools and the process of learning to spell stand in closer connection to the regular school subjects than to any drill-book in spelling. In fact, the best spelling book is that one which grows out of the course of study in the different grades of any school system.

In the process of education, as children go up thru the grades, the course of study is constantly offering to them an ever enlarging vocabulary, and there is always a felt need for the mastery of new meanings and new forms of words. It is a recognized need of this mastery of meanings and spelling, growing out of the school subjects and school life, that should determine the make-up of the "spelling book". There is a place for a formal spelling book in the school, if its words are rightly chosen and its lessons properly related to the school program. There may be some justice and profit, according to the argument of many, in compelling children to memorize long lists of words without much regard to their meaning and use, and yet, there is only one standard we dare place upon children. We should hold them responsible for the spelling of just those words which they know how to use and feel called upon to use. The school life is continually calling forth the use of new words. This is the legitimate field for the spelling drills, whether it is in geography, history, arithmetic, nature study, or in the regular spelling book.

So far as geography is concerned, then, pupils should be led to master the spelling of common geographical and historic names. The names of the leading states, countries, capitals, great rivers, mountains, the common terms, as zone, hemisphere, continent, parallel, meridians, etc., etc. Insignificant names should be avoided. There are many such names that rarely come up, as Maracaibo, Guayaquil, Pernambuco, Karpathian, Baluchistan, Kilimanjaro, etc., and their spelling should not be taught unless they are used in written work. No misspelled geographical words should be tolerated in the written work.

CONSTRUCTIVE AND OBSERVATIONAL WORK IN GEOGRAPHY.

There are many forms of laboratory work that can supplement the geography study.

In the primary grades the observation study of the school's own district is the true key to the understanding of the forms and phenomena both at home and in foreign lands. The school excursion and field work in home geography and nature study is worth far more than printed definitions and descriptions.

It is not always absolutely necessary to make school excursions. There is not even enough indoor study of specimens of rock, soil, ores, raw materials, and finished products. Weather observations and records can be more generally made from the observations to and from school and from the school window. There is not enough indoor study of pictures, not enough use of the stereoscope and stereopticon. More real, live indoor study will make less imperative the outdoor excursions.

But the excursion has its place in all grades. Not only in the home geography and nature study but in the study of industries, and in the visits to mills, quarries, markets, in the study of out-door features and the work of nature, along valleys, riverbeds, etc. All forms and phenomena of geographic character within the reach of the school should, at some proper time in the course, come under the systematic observation of the school.

A legitimate form of laboratory work supplementing the geography is that of modeling. The sand or clay gives a temporary form of modeling in the primary grades; the salt and flour, or pulp, or papier-mache gives a more permanent relief-work in the middle grades, and in the grammar grades the chalk and pencil modeling should serve better in representing the contour of surface and the various land and water forms.

A word of emphasis as to the value of chalk and pencil modeling in the upper grades is not out of place. This form of modeling consists in picturing with the chalk the general surface features, such as slopes, mountains, valleys, rivers, basins, peninsulas, etc., by means of contrast of light and shade. The pupils themselves should be taught to represent their mental pictures of such relief features on blackboard and on suitable paper, using soft pencil or crayon. Maps built up in this way make excellent substitutes for relief maps and should be of great assistance, especially in the study of the continents as wholes. Each teacher should, therefore, not only make much use of relief and physical maps but should lead her children into skill in building up such maps.

Another form of manual work belonging properly to a work-period preparatory to the recitation is that of map making, map drawing, and graphic representations. Much use should be made of outline maps, first reproduced from the book or wall-map, then from memory. These outline maps should be drawn off-hand, and should seldom be attempted with individual states and isolated political divisions. They should be confined to the continents as units and to the states or countries in their relation to each other. Highly colored and artistically decorated political maps are, as a rule, not worth the time put upon them. Special maps showing the areas of production, rainfall, industrial belts, etc., call for colors, and are to be much encouraged. There is some place also for both original and copied graphic representations of important statistics. There are many devices and schemes for showing areas of important countries, population of cities, exports and other statistics. To represent graphically such statistics as are worth memorizing is an excellent approach to the necessary drill on such facts.

All thru the course, the school should endeavor to allow as much as possible of its industrial work and occupations to grow out of the school life. It is not advisable to stop a geography lesson on the American Indian to take up some of the Indian activities; but if there be a period set aside for general-work, that would certainly be the time to build birch canoes, to do some clay work or introduce the basketry. So, all along, there is some industrial activity that can legitimately claim

a place when the child is making a study of the Eskimo, or the Laplanders, the Japanese, Chinese, or the Arabians.

The regular drawing work of the school, should give to the children such a training that they may illustrate the subject in hand, whether it be in map-making, globe-making, chalk-modeling, off-hand sketches, drawings of wigwams, canoes, pottery, Japanese lanterns, fans, the Grecian architectural orders, or Egyptian pyramids.

GEOGRAPHY AND THE OTHER SCIENCES.

The "new basis of geography" has raised the study to the nature and scope of a science. It is the science which sets forth in an elementary way the relations between human activities and geographic environment. This conception of geography, so recent so far as the American schools is concerned, is that of a subject "which relates the sciences of nature and the sciences of man". It is a study which combines, relates, compares, and interprets a great mass of facts which bear upon the supremely interesting subject of man and his home. Redway says, "So presented, it lays the basis for systematic study of the descriptive sciences on the one hand and of man's political and economic development on the other".

A student cannot go far in the study of Yellowstone, Yosemite, the Andes, Salt Lake, The Palisades, etc., until he runs aground in the legitimate fields of geography and finds himself encroaching upon the territory of botany, zoology, geology, chemistry, physics, mineralogy, and so on. So in the discussion of tides, currents, winds, many facts must go unexplained without the principles of natural philosophy. One cannot study the earth's relation to other planets without approaching the introduction to astronomy; so in the study of the people of various lands the topics may take the direction of physiography, sociology, economics, ethnology, etc.

No school or teacher can be justified in giving geography any large part in the course of study unless the study be conceived as a complex and composite subject closely related to, in fact underlying, most all other sciences.

SYNOPSIS OF THE COURSE OF STUDY BY GRADES.

FOURTH GRADE. B CLASS.

From Home Outward.

(a) Map making and map reading.
(b) Geographic forms at home and abroad.
(c) A movement from Minneapolis outward to a general idea of the earth.
(d) General idea of the people of the world.
(e) A study of the greater regions of North America, thru a detailed treatment of the primitive and pioneer life of the continent. The American Indian. The Coming of the White Man. Hiawatha. Stories of Minnesota. The Upper Mississippi. The Great Lakes and Mississippi Valley. The Eastern Regions. The Great Plains, Rocky Mountains and the West. The Southwest. The Frozen North.

FOURTH GRADE. A CLASS.

North America and United States.

(a) General view of the physical features and political divisions of North America.
(b) Study of the United States as a unit.
(c) Sectional study of the United States and related history stories of each section.

FIFTH GRADE. B CLASS.

The First Round of the Continents.

(a) A brief view of the earth as a unit.
(b) South America. General study. The building up of its relief. A study of the great physical divisions with special emphasis on their relation to the people. Facts of interest concerning the people.

(c) Asia. The Eastern Hemisphere. The general climate and physical features of the continent. Special attention to the leading nationalities only, as Japan, China, India, Persia, and the Land of the Bible.

(d) Africa. The continent as a whole. Special study of Egypt and the Nile Valley. The Sahara. The Soudan. Congo Region. South and Southeastern Africa.

(e) Australia. A few lessons on the descriptive geography of Australia and the Islands.

FIFTH GRADE. A CLASS.

Europe.

(a) A study of the personal and life aspect of the contitinent. Almost a half-year is given to a study of the leading nationalities or peoples of Europe. A study of the personal and life aspect of the continent guides the teacher. A rich field of closely related history accompanies the geography of Greece, Rome, The Rhine, Switzerland, France, England, etc.

Review of the Geography of the World:

(b) The last month of the fifth year is devoted to a practical drill on geographic facts of the difierent continents, This brings the intermediate geography work to a close.

SIXTH GRADE. B CLASS.

Mathematical Geography.

A study of the form and size of the earth. Its rotation. Latitude. Longitude. Parallels. Meridians. Hemispheres of light. Standard Time. Relation of the earth to the sun. Inclination of the axis. Revolution of the earth. Change of seasons. Zones, etc.

Physical Geography.

Zones of light and heat. Torrid zone of heat. Equatorial storms, cyclones, monsoons. Equatorial ocean currents. Trades. Anti-trades. The Gulf Stream. Variable winds. Rainless districts. Plant zones. Animal zones. Race zones.

SIXTH GRADE. A CLASS.

Political and Commercial Geography.

(a) North America.
(b) The United States as a unit. Extent, outline, relief, climate, product belts.
(c) A sectional study, giving special emphasis to the study of typical topics in the states and to the development of the causal idea.
(d) Political divisions and possessions of the continent. Canada. Mexico. The West Indies. Central America. Hawaiian Islands. Philippines. (Review and drill).

SEVENTH GRADE. B CLASS.

Second Round of the Continents.

In this grade the continents, South America, Asia, Africa and Australia are studied again and for the last time.

The great physical and climatic influences are noted in particular, and the geography work becomes more economic and commercial in its nature. Typical topics are worked out and developed in the study of each continent. The nationality, as a rule, is the unit of study; but all minor topics, such as the physical, climatic, political, industrial and social influences are studied in relation to the larger topics, the nationality. The ideas of cause and effect are always prominent.

About one-fourth or one-third of the time allowed to each continent is devoted to memory drill on geographic facts.

SEVENTH GRADE. A CLASS

European Nationalities.

(a) Europe. (See the suggestions under B Seventh.)
(b) Review of the important geographical facts of the world.

OUTLINE OF THE COURSE IN GEOGRAPHY

BY GRADES.

Basis for Fourth Grade Geography.

All mental activity begins with sense perception. The formal education of a child begins thru the channels of the senses. All mental growth presupposes sense activity. When the child enters school at the age of six, he already has no small degree of education thru six years of contact with the world about him. If he is a normal child he has been an active one, and the fatal blunder of the school too often has been that it has shut off the entering child from the outside world of nature and thus has checked the natural learning process and imposed another,—a more formal, book process, and a less joyful one.

For the first three grades there can be nothing much beyond home geography, the first aim of which should be to open the eyes of children to the physical features, facts and phenomena about them. It is largely a matter of building up the sense-world, storing the child mind with ideas of the surrounding material and its mysterious processes. All primary geography work is largely perceptive, appealing to the special senses where sight takes the lead as a channel of perception. It is essentially nature study ending in a larger knowledge of surrounding landscapes, hills, valleys, land and water forms, plant life, animal life, the people, clothing, food, shelter, industries, change of seasons, weather, sky, storms, floods, soil and soil making, circulation of water and so on.

This geographical content of the lower grades is not to be found in the school room. It is not a book geography. It is a study of nature—of the outside world. Children delight in it if we do not shut them off from it. The knowledge derived is gained thru first-hand contact with objects—thru personal observation, rather than thru second-hand accounts of them. Observation of nature, then, goes before all other forms of geography study and prepares the way.

The B fourth teacher, as she opens her half-year's work, needs to keep constantly in mind that she is to build upon the ideas thus gained from home geography. She must not lose sight of the fact that she is, first of all, to get acquainted with the actual experience of each individual child and then begin with that experience as a basis. She is formally to lead her children away from home geography to a consideration of the larger world geography. Her task is a difficult one. While the primary teacher interests her children in the concrete realities near home, the fourth grade teacher must lead them thru the medium of text books, descriptions, pictures, graphic representations, etc., to an imagery of the more distant real world. While the primary teacher directs her appeals to the powers of observation, the intermediate teacher must call upon the imaginative faculty to help in the construction of geographical pictures. But, the point is, the imagination cannot construct pictures out of nothing, any more than a carpenter can construct a house without materials. So the imaginative geography of the intermediate grades is to begin with the materials which experience has gathered in the primary grades, and the intermediate teacher's success depends in part upon the preparation of her children—upon the foundation laid for her.

The Field of Departure.

In view of the basis laid for fourth grade geography, as described in the foregoing paragraph, there is a definite place for the teacher to begin; there is a sure field of material she should work upon, a certain subject-matter that she should leave behind, and, in fact, a certain new field—an unexplored field—that she should approach. One fact is evident. The starting point is not necessarily determined by a text book. The starting point cannot be arbitrarily prescribed by a course of study. Text books and courses of study are not to be the first object of consideration. It is the child and his actual experience. There is a certain geographical content that already belongs to each child and there is also a certain larger and more valuable field of geography that he has not experienced. These facts should determine the point of departure, which is, in short, the sum-total of the pupil's experience in geographical knowledge.

The experience will vary with different classes and even with different individuals. The home geography of a class in the Green Mountains of Vermont is different from that of a class in Minneapolis or a class in New Orleans. Any so-called home geography possesses a variable content, inasmuch as no one locality presents all the features and phenomena of nature. Every child's experience is incomplete, but, so far as it goes, is largely made for him by his physical and social environment. It is this lack of completeness that calls for further educative process, and so far as further nature study and geography are concerned, they should begin just at this point of incompleteness —just where the pupil's experience ends. While the different localities of the world vary in land and water forms—vary in natural phenomena, in physical features and landscapes, in industries, productions, climate, in plant and animal life, and so on—yet there are, in every child's environment, many things appealing to his interest and inquisitiveness which go unexplained. It is the study of these home things calling for explanation that should constitute the nature study and geography preparatory to a still larger geography of the world.

The following outline gives a brief synopsis of the directions in which the experience of most children run, and each teacher will readily see its significance as a basis for further study. Primary children, as a rule, have some acquaintance with the following subjects or topics and it should be the business of the intermediate teacher to take up each individual boy or girl just where experience ends:—

Observational Geography.

1. Weather changes, seasons, temperature and records.
2. Forms of moisture, such as vapor, steam, fog, dew, rain, hail, frost, snow, ice, etc.
3. Water and its properties. Local water-forms, such as streams, springs, rivers, lakes, falls, etc.
4. Air and its properties. Winds, storms, etc.
5. Local land forms and physiography; hills, islands, valleys, etc.; soil, its production, kinds, properties, etc.
6. The sky, sun, moon, constellations, stars, and related myths.

7. Plant life, seeds, germination, cultivation, school-gardens, flowers, fruits, trees, vines, vegetables, grains, weeds. etc.
8. Animals, pets, domestic animals, wild animals, insects, birds, etc.
9. People, dress, food, shelter. local industries, modes of travel, habits and amusements. government.

Imaginative Geography.

Third grade geography terminates with clearer ideas of the Earth as a Whole than are usually attributed to children. These ideas have come to them in various ways:

In response to their interest, they have been hearing all their lives of the form of the earth.

They have been hearing of Chicago, St. Louis, New York, Winnipeg, China, Japan, The South, etc., and have formed conceptions not altogether erroneous.

They have been seeing, from time to time, Chinese, Japanese, Germans, Italians, etc., and possibly have attempted to follow the journeys of such people to America.

They may have been led to trace out the sources of common necessities and staple products, such as fruits, cotton, coal, lumber, grains, iron, sugar, salt, etc. They were led, possibly, from their own table or kitchen, to the grocery or fruit store, to the hardware or tin-shop, to the lumber-yard, and to the neighboring parts of their state, and, finally, they sought the native homes of tea, coffee, sugar, spices, rice, ostrich feathers, seal skins, ivory, silks, rugs, and so on, and were thus led to distant parts of the earth.

The Reading and Language work widened their horizon. The Seven Little Sisters, Each and All, Robinson Crusoe, Bible Stories, Stories of Columbus, Folk Lore and Myths—all have given them ideas of other lands.

The Field of Approach.

Each teacher will recognize the importance of a thoro grounding in the above kinds of nature study and geography. It is only a general outline of what the fourth grade teacher is to build upon.

It is the larger world unit that now lies before the children—a great, vague unknown. For two years the teacher is to lead them outward from home into new lands, to see, in their imaginations, new features, and observe new phenomena. They are to be introduced to the various peoples of the world, their customs, strange characteristics, achievements, deeds, adventures, etc. From Home Geography to the Geography of North America, South America, Asia, Africa, Australia, and Europe—a two years' movement.

The Unifying Aim.

As children leave the study of their immediate surroundings and endeavor, for the first time, to get an elementary knowledge of other lands, there should be some principle guiding the teacher, day after day, contributing to unity and definiteness There is so much to teach, even to children, as they approach each new region, that some specific aim must serve as a unifying thread. One thing is sure: All the details and kinds of work outlined above for nature study and home geography cannot be carried with as much detail into the study of each distant region. It would lead into such minutiæ as would swamp children. Some selection is, therefore, necessary and some guiding principle imperative.

There is one theme that should be paramount in the fourth and fifth grade geography,—in this first round of the study of the continents. It is embodied in a study of peoples, and particularly in the facts of interest concerning each people, their dress, foods, shelter, modes of travel, customs, characteristics, amusements, their adventures, struggles and sacrifices in history. There is nothing that is more interesting and profitable to fourth and fifth grade pupils than the study of life, especially of the pioneer life of their own country, of the child life of other countries and the noble, heroic, the peculiar and strange life of all lands. The greatest influence that can be brought to bear on these children.

the greatest molding and saving factor, is a Personal one. It is the Personal Element, then, that should furnish the working principle in geography for these two years. A larger acquaintance with the life and environments of man will result from the study.

The growth and happiness of each child are dependent upon the quality and variety of his experiences, and the greatest need of the child, at this time, relates itself to a contact with personalities. The most valuable experiences, next after those which are *his* primarily, are those that become his thru contact with other persons' experiences. Therefore, it is the study of the life and experience of other people that should come out of the geography at this time. Even here, primitive life first suggests itself. Between the present-day child and the child of the race, there is much in common. It seems advisable, then, to present, along with the present life of each people, such facts and experiences in their history and development as enter into the make-up of their present life.

With this in view, the geography work of the intermediate grades will not only add to the store of the child's knowledge, give him information and practical ability, but the choice of both material and method of presentation will be largely modified by this prominence given to the Personal Element,—all determined by the desire to select that which will contribute to culture and the development of character.

The Relation of Fourth Grade History to Fourth Grade Geography.

In view of the emphasis placed upon the Personal Element in the foregoing paragraph, the two subjects, history and geography, are considered together—are kept together in the course of study for the fourth and fifth grades.

While the course in geography for two years plans for a general survey of all the continents, that course should go hand in hand with the leading historic facts of interest concerning each people. Such geographical topics as New England, the Northwest, the Mississippi Valley, Boston, Quebec, such topics as Greece, Rome, the Nile, when presented to children for the first time in their lives, are as fully suggestive and significant from the point of view of history as geography. Why should

these interests be taught separately? Why should the elementary historic matter be isolated from the elementary geography, and so frequently not presented at all?

There should be no attempt to teach consecutive history, as such, in the fourth and fifth grades. Children of these grades are not interested in dates—in the *time* of events—but in the events themselves, in action, in deeds, in the personal experience of others. There should be no attempt to present the groundwork of history, but a constant attempt to present such historic content as will appeal to interest, and lend attractiveness to the different localities studied.

So as the children take up the study of the geography of each region of the world in the fourth and fifth grades, whether it be the New England States, or the Northwest, or whether it be Egypt, China, Greece, or England, the historic aspect is to receive some attention along with the discussion and development of present-day life. Nearly every important locality of each continent, whether river, coast, mountain or city, can be touched in an interesting way by some personal story, or biography, legend or myth.

FOURTH GRADE. B CLASS.

Preparatory Steps in B Fourth Geography.

1. Land and Water Forms. (Time, Two Weeks.)

There is only one reason justifying so many fourth grade text books in geography, even the best ones, in beginning with illustrations and definitions of land and water features. No locality presents to children, in the Home Geography, all the typical features. For instance, many regions are not possessed with deltas and mountains or with geysers, volcanoes, oceans, divides, peninsulas, capes, straits, and so on. Tho absent from many localities, they are necessary as a preparation for later geography study and when properly presented, constitute a legitimate opening of B fourth geography. The adopted text devotes seventeen pages to this introductory study. It should be gone over hastily. Here, for the first time, the child will be introduced to "book

geography'' and it is taken for granted that the teacher will not begin with definitions. These elementary ideas beyond the experience of the child must not be taught by definition. Learning words will not give true concepts of geographical forms. The child has no need whatever for a definition of a hill, or river, or ocean, but he needs to image—to sense them. By the aid of pictures, sand-tables, models, drawings, descriptions, etc., the ideas should be developed. It is not so much that a child should be able to define a waterfall, as to tell what he knows about them and their uses.

Not more than two weeks should be spent on the first seventeen pages of the text. The teacher should see McMurry's Home Geography, pages 1-70. Also, Frye's Brooks and Brook Basins, Payne's Geographical Nature Stories, Goff and Mayne's First Principles of Agriculture.

2. Map Making and Map Reading. (Time, Two Weeks.)

A second step for B fourth pupils as they depart from home geography preparatory to a consideration of the geography of other regions, is a work that leads to an ability to interpret maps and graphic representations. The ability to interpret and use the book properly, and especially the ability to understand a map, and to image beyond the map are absolutely prerequisite to a successful pursuit of fourth grade geography. The teacher should see ''Map Making'', ''The World and its People Series, Vol. I.

The general movement for the year is inductive—from the home region, always seen and studied in its reality, outward to distant regions ever to be unseen except in imagery.

The ability to make and read a map is fundamental. An outline follows, showing the kind of map work preparatory to successful fourth year geography. It is largely the work of the third year, now reviewed. Two weeks should be sufficient time for this review and preparatory study.

(a) The Compass and Cardinal Points.

If possible, secure a mariner's compass. One lesson is sufficient to review this whole subject of direction. (See text, Sec. 27.)

(b) Graphic Representations. (See text, Sec. 28.)

The top of the desk. Scale, ⅛ of an inch for the inch. Time, one lesson.

The school room. The plan of the room should be accurately drawn. Represent all the desk tops in true proportion. Scale, from ½ inch to 1 inch for one yard.

Call attention to the cardinal directions, varying the position of the map. Time, one lesson.

Plan of the lower floor of the building. Teacher may help the children to adopt a scale. Represent rooms, halls, cloak rooms, windows, doors, etc.

Plan of the school yard. Agree upon a proper scale of representation.

The school district. Make no attempt at relief. Use the school building as a center, representing the relative positions of streets, landmarks, prominent buildings, ponds, brooks, hills. So far as practical each child should represent his route to school. Emphasize direction.

An excursion route. In the study of local industries and places of general interest, frequent excursions are made. Children should reproduce these on flat paper and should locate according to north, south, east and west.

A Map Study of Minneapolis.

So far as possible, each pupil should be supplied with a small hand map of the city. No attempt is to be made to draw this map, but it is to be studied in detail. First, the general course of the river should be noted; the locations of the bridges over the river, Nicollet and Hennepin Islands, St. Anthony Falls, and other features and landmarks along the river. Next, attention should be called to the large divisions of the city, as N.-E. Minneapolis; the north, west and south districts. The teacher should call attention frequently to directions with the map in different positions. Follow Hennepin and Central Avenues to their termini. Note the position of the various lakes and parks,

Loring Park, Spring Park, Lake of the Isles, Calhoun Lake, Lake Harriet, Minnehaha Park, Riverside Park, etc. Call attention to some of the principal streets and street-car lines. Find the City Hall, and follow a course from the City Hall to the school, or to the homes of the different pupils.

Map of Hennepin County and Minnesota.

At least one large wall map of the county and state should be in the room. Begin with a study of the relative positions of Hennepin and Ramsey Counties, and of Minneapolis and St. Paul. Follow the course of the River thru the county. Observe the relative position of other towns and villages. Follow the principal railways and wagon roads. Develop ideas of mile, five miles, a hundred miles, and ideas of hour, day, week, month and year as units of thought. Lead pupils to make real to themselves different distances by translating them into units of time in connection with various modes of travel. No detailed study of the state at this time.

The Earth as a Whole. (Time, One Week.)

See Frye, pages 20-23.
Frye's Child and Nature. Chap. IX.
Tarr & McMurry. Vol. II.

One of the most difficult tasks in the whole course of geography is to give children, at this time, the proper idea of the earth as a whole. There is no doubt that a general bird's-eye view of the earth should follow the above kinds of work in map-making and map reading, and should precede the more detailed regional study, but it is no easy task to present the principal facts of the earth as a unit to pupils of this age so as to secure vivid and interesting pictures, and, at the same time, avoid detail. And yet, children often have truer ideas of the earth than are attributed to them. They are naturally interested in thinking of the earth as a great ball. They have been informed of this fact many times and have tried to image it. A few lessons will be sufficient here, appealing to the senses and imagination by the use of globes of different sizes representing

the earth, sun and moon; or by a ball of yarn or an orange or apple pierced with a knitting needle. Long verbal niceties should be avoided. No attempt whatever should be made to show causal relations and explain the mathematical and physical facts. Such objective illustrations should be employed as will lead children to image this earth as a great ball, floating in space, lighted by the sun, surrounded by air, with a surface of land and water, with men, plants, and animals living upon it.

The teacher should stop just for a week near the opening of the semester to give a general grasp of the earth-whole, in order that the children may not be led out constantly into a dark and vague unknown. Only fundamental ideas are to be presented and drilled upon—such as zones, continents and oceans. If the plan is well laid, and the presentation spirited, the essential features of the earth can be so presented as to give an element of clearness in all larger geography study.

People of the World. (Time, Four Weeks.)

In view of the emphasis placed upon the study of peoples in a paragraph above, and in view of the fact that the adopted text gives twenty pages to the "People of the World," it is advised that about one month of the B fourth time be given to a general study of these pages. It should not constitute the body of B fourth work. It should be only a general study. Children are not ready for a minute study of the People of Other Lands before they work up a general idea of the home land thru a detailed view of the primitive or pioneer life, as well as of the present life of the United States and North America. However, that their anticipation may be aroused, that they may catch a glimpse of the interesting study that awaits them in fifth grade, that they may not be obliged to move out blindly, a bird's-eye view of the people of the world should come at this time. It will be quite easy for the teacher to go outside of the text, pages 35-53, and find an abundance of supplementary material, but she should guard against using such material and going into such details as should really belong to fifth grade work. Therefore, it is suggested that the above pages be used in the form of reading lessons at the geography time, employing class-time discussions, conversations, and exchange of ideas as usual

in such lessons. One page each day will complete the study in the allotted time, and the teacher should feel free to supplement with picture study and outside reading and reproduction with this fact in mind. Vol. II of the World and its People Series should be in the hands of the teacher.

Primitive and Pioneer Life of North America. (Time, Nine Weeks.)

The last half of the B fourth work should be given over to a study of the pioneer or primitive life of America, which is to serve as an excellent vantage-ground for the first formal advance into both geography and history. The gateway from home geography to the geography of the different sections of the United States is this consideration of early primitive life of each region. It is the pioneer epoch, first of Minneapolis and Minnesota, then of the Northwest and Mississippi Valley, then of the other regions of America, that is to furnish our children a delightful entrance to the fields of our American history, and their first lessons in the geography of our country and continent. So far as the geography is concerned, the half year may end with only a general idea of the American continent, but that is enough; and so far as history is concerned, children will be led to see the simple rudiments from which our present social and political life have grown. Especially will this be true when spirited story and heroic biography furnish the medium thru which the early, simple, pioneer struggles are brought home to the hearts and sympathies of children. Geography like history will be, then, a movement from *home* outward.

The romance of American history is in its earliest annals, and the life study in geography cannot be isolated from history. So these two studies move together and strengthen each other. Two years of such study should lay the foundation for all future history and geography as separate and distinct branches of study.

In the B fourth grade, no effort should be made to teach the political divisions of North America, and no special emphasis should be placed upon sections or states as such. The movement is more general—from St. Anthony, Minneapolis, Hennepin County, outward to Minnesota, the Upper Mississippi region, the Great Lakes and the St. Lawrence, and the Mississippi

Valley. Then should come the eastern Allegheny regions, the West, the Southwest, and the North or Eskimo regions. In all this movement, while the historic idea, or the personal element in pioneer life, offers the way of approach and the order of procedure, yet, each child should get a wider and wider acquaintance with the great regions of North America, the great river systems, valleys, the mountain regions, lakes; and, if the map is always before the child, even, incidentally, he will note the locations of states, cities, etc.

This plan of work should get rid of the dry bones of fourth grade "book-geography", and the teacher will be obliged to draw the materials for all this history study from other sources than the text. So far as the children are concerned, the teacher is to be the source of all their instruction and inspiration. The children are to be called upon for reproduction, for graphic representations and maps of the regions studied; and, daily, for a close observation of the map in the text or on the wall; and, at the end of the half year, for a general outline of the North American Continent.

There is no fixed and definite amount of work along this line of pioneer study to be laid down. There are no specific requirements that such and such topics shall be treated. It is the spirit and general plan that should be taken and not the letter of the outline. It is urged, however, that the general plan and order be followed as furnished in the following outline. Teachers should not feel called upon to treat every topic.

1. A Study of the American Indian.

"Children of the Indian Tribe." The Indian baby, the papoose. The cradle. The Indian boy with his bow, arrow, canoe, horse. The Indian girl, her play and work. The Indian shoe, costumes, wigwam and camp. Indian men. Indian women. The hunt. The war dance. Indian stories.

Make much use of drawings and pictures in this study of the Indians. The children may read Bass's Stories of Pioneer Life. Also Longfellow's Hiawatha, with special reference to the cantos on Childhood, the Famine, and the Com-

ing of the White Man. A study of Minnehaha Falls along with their related history and legends.

The teacher will find excellent references in the following books:

Hart's Colonial Children.
Mary Hall Husted's Stories of Indian Children.
Pratt's Far East and Far West Red Children.
Pratt's Legends of the Red Children.
Frederick Starr's American Indians.
Miss Judd's Wigwam Stories.
Hazard and Dutton's Indians and Pioneers.
Johonnot's Stories of Heroic Deeds.
Zitkala-Sa's Old Indian Legends.

2. Stories of Minnesota.

The struggles of the pioneer and yeoman of early Minnesota, tho an inland state, carved out of the Northwest territories, are just as interesting as those of the states along the coast. A few stories showing the battles of the early settlers of the Northwest with soil and savage, should prove as fitting, for western boys and girls, as the story of the Pilgrims of Massachussetts or the Cavaliers of Virginia.

See such books as Foster's Stories of Minnesota for Indian stories, Father Hennepin, Carver, Early Days at Fort Snelling, the first steamboat, the Sioux and their ways, etc.

3. The Upper Mississippi.

Some acquaintance with this great region can be interestingly worked up thru the study of early life and adventure.

See McMurry's Pioneers of the Mississippi Valley for stories of Hennepin's Voyages on the Upper Mississippi, Chap. IV; Joliet and Marquette, Chap. I; The Sioux Massacre in Minnesota, Chap. XI. Also Bass's Stories of Pioneer Life, for Marquette, pages 21-28. Baldwin's Discovery of the Northwest, for the Upper Mississippi, pages 204-223. Teachers may feel free to use a part or all of these stories or to supplement others pertaining to this region.

4. **The Great Lakes and the Mississippi Valley.**

La Salle on the Upper Lakes, McMurry's Pioneers of the Mississippi Valley, Chap. II. La Salle, on the Lower Mississippi, Chap. III. Also Gordy's American Leaders and Heroes, Chap. IX. De Soto's Discovery of the Mississippi, Chap. XII. Also Gordy, Chap. II. Daniel Boone, "Pioneers of Mississippi Valley", Chap. V. Also Gordy, Chap. XVIII. Abraham Lincoln—Pioneer Stories, Chap. X. See "The Grandfather's Story", Bass, Chap. XIII. For general reference, Shaw's Discoverers and Explorers.

5. **The Eastern Regions.**

Story of the Pilgrims and Miles Standish. Gordy's American Leaders and Heroes, Chap. VI. Henry Hudson, "Pioneers on Land and Sea", Chap. II. John Smith, Chap. IV. Walter Raleigh, Chap. III. Ponce de Leon, Chap. X.

6. **The Great Plains, Rocky Mountains, and the West.**

See McMurry's "Pioneers of the West". Lewis and Clark up the Mississippi River and Across the Mountains to Oregon, Chap. I. Fremont's Trips to Salt Lake and California, Chaps. II, III. Drake's Voyage and Visit to California, Chap. VII. Discovery of Gold in California in '49, Chap. IV.

7. **The Southwest.**

The home of the Cliff Dwellers, the Pueblos and the Aztecs. Coronado's trip to the Southwest, McMurry's Pioneers of the West, Chap. VIII. Powell's Journeys thru the Grand Canon, Chap. V. Cortez in Mexico, "Pioneers on Land and Sea", Chap. IX.

8. **The Frozen North and the Eskimo.**

See "Hans, the Eskimo", by Sandlin. The Frozen North, by Edith Horton, etc. Other Eskimo Stories.

FOURTH GRADE. A CLASS.

The teacher of this grade should study carefully the introductory paragraphs in the B fourth outline, entitled, "Basis for Fourth Grade Geography", "The Unifying Aim", "The Relation of History to Geography", etc. She should also acquaint herself, as far as possible, with the nature and extent of the B fourth work. The following outline is presented with the hope of facilitating, unifying and broadening the A fourth work.

Scope of the A Fourth Work.

While the spirit of the B fourth work should find its way into A fourth geography, the order of procedure, general plan and scope of the work of the two semesters are entirely different. The B fourth's general view of the different regions of North America and of the primitive life of the continent, is to be followed now by a somewhat detailed study of the sections of the United States and by a wider acquaintance with both the pioneer and the present life of each section. The guiding principle is to be the same, i. e.—the study of life; and this study will take on, possibly, less of the primitive and pioneer aspect and more of the present-day view. To the same extent, then, will the historic phase subordinate itself to the geographic element. Pupils and teachers will, no doubt, all feel that they are getting hold of a more tangible geography of the United States, and yet the inquiry into the life-side of the people is to be so pressed and emphasized that the historic interests must still receive prominent consideration.

A half year, then, is to be devoted to a study of the United States; and the adopted text, Frye's Elements of Geography, will come more into use than in the previous half year. (See Secs. 72-92 and 131-139.)

I. Introductory Study.

While the steps in the teaching process should be determined largely by the guiding principle,—the inquiry into life, yet this order is somewhat modified here by the nature and distribution of the matter in the adopted text. The following introductory study will probably best meet the conditions of the book, and still not defeat the end to be realized.

1. General View of North America. (See text, Secs. 72-73.)

As already provided for, the B fourth geography should end with a general idea of North America. The A fourth should open with another glance at the continent as a whole. This should not be a detailed study. Two weeks should be sufficient to impress the ideas of location, size, shape, general surface features, drainage systems, etc. The sand-map may be built up, showing the relief; and before the continent is left each child should be led to sketch, off-hand, on paper and on the board, the general outline of the continent, the general directions of the coast line, the great peninsulas and arms of the seas, the important harbors and bays. They should then mark off the larger political divisions, the river systems, mountain systems, etc.

2. General Study of the United States.

The United States may be treated first as a unit and not by sections or individual states. Not more than one month should be devoted to this general study, which should follow quite closely the text, Secs. 74-91, pages 58-79. No special history work should accompany these pages. The topics that should receive emphasis in this month's work are as follows:

(a) Position and Size of the United States.

Relative to North America and to the oceans and other continents. Use globe and wall maps. Approximate length and breadth of the United States. From

the beginning, children should locate Minnesota and Minneapolis. A single lesson should be sufficient for this topic.

(b) Relief and Drainage.

See pages 58-67 for reading lessons on such topics as Rocky Mountain Highland, Great Central Plain, Great Lakes, Appalachian Highland, and Atlantic Slope. The Relief Map, pages 60-61, should be studied and then built up in sand or clay, and preferably with putty or salt and flour.

(c) Belts of the United States.

This subject is to open up the largest body of the work that is to come under the general study of the United States. One month is set aside for this "general study", and as much as three weeks of it should be devoted to this study of industrial and product belts, so fully treated by the adopted text. (See pages 58-79.)

(a) Heat and Rain, Sec. 81.
(b) Cotton, Sec. 82.
(c) Indian Corn, Sec. 83.
(d) Wheat, Sec. 84.
(e) Forests, Sec. 85.
(f) Cattle and Sheep, Sec. 86.
(g) Coal, Sec. 87.
(h) Iron, Sec. 88.
(i) Gold and Silver, Sec. 89.
(j) Other Products, Sec. 90.

The teacher should draw from:
Chamberlain's How We Are Clothed.
Chamberlain's How We Are Fed.
Chase and Clow's Stories of Industry.
Lane's Industries of Today.
Lane's Triumphs of Science.

(d) General Historic Statement.

Merely a lesson or two. (See Secs. 79-80, pages 68-69.)

II. Sectional Study of the United States.

The larger part of the semester is to be devoted to this study. The danger that arises is that it may be "too bookish". The text gives but twenty-five pages, Secs. 131-139, to this three month's study. No section of states should be approached from the standpoint of the map and drill, but rather thru some geographical or historic interest. Isolated sentences as, "Bangor marks the place where lumber, sawed on the banks of the Penobscot river, can be placed on vessels at the head of the tide-water", or "Richmond is at the head of the tide-water on James river", make up a large part of the twenty-five pages in the book and have absolutely no value as abstracted, lonely remarks. When there is nothing more of life, and history, and interest associated with Bangor and Richmond, etc., than that, all should be omitted.

Apportionment of Time.

The following apportionment of time is suggested for the detailed study of each section:

New England, three weeks.
Middle Atlantic States, three weeks.
Southern States, two weeks.
Central States, east and west, three weeks.
Minnesota, one week.
Western States, two weeks.

Aspects in the Teaching Process.

There are at least three aspects in the development of the geography of the different sections of the United States. A detailed study of the various regions as adapted to the intermediate grades should give emphasis to,

(a) The related historic facts in each section.
(b) The selection of a few typical topics in each region for full development and discussion.
(c) Organization of the matter presented, and drill upon the leading facts.

History Topics in a Study of the States.

In the B fourth work the history topics treated were somewhat general. They were related to regions. In the A fourth study of each section of the United States the facts of interest in history become more local in their application. In other words, such topics were selected in the B fourth that followed travel, struggle, exploration and discovery over large districts. In the A fourth shorter stories, and many times as many, should be selected to accompany the geography study of each section. As the children study the New England states, for example, short accounts may be given, from day to day, of interesting historic events or experiences identified with New England life. Not such broad topics now as "The Pilgrims", or as "Champlain in New France", as treated by McMurry's Pioneer Stories, but rather a great number and variety of such subjects as Plymouth Rock, the Landing, the Return of the Mayflower, the First Winter, the First Thanksgiving, Pilgrim Christmas, the Army of Miles Standish, Short Indian Stories, Samoset, Massasoit, Roger Williams, King Philip, Paul Revere, the North Church, Lexington, Concord, "Cradle of Liberty", Bunker Hill, Boston Tea Party, etc.

Or, if the study be of the Middle Atlantic states, such subjects as the following suggest themselves: The Dutch Traders, Amsterdam, Peter Stuyvesant, Jamestown, Pocahontas, William Penn and Indians, City of "Brotherly Love", Benjamin Franklin, Mount Vernon, George Washington, The First Flag, Braddock's Defeat, the Stamp Act, Liberty Bell, the Declaration of Independence, Ethan Allen, Major Andre, Valley Forge, Crossing the Delaware, Francis Marion, the "Swamp Fox", Paul Jones, Yorktown, the first steamboat, first railway, first telegraph line, first cable, Gettysburg, Grant and Lee at Appomattox, etc.

So on, with the study of every other section, short history stories are supplementary. They are secondary in the teaching process. The geography lessons will center around the study of typical topics, which should be illumined and intensified by stories from history. Teachers may draw these materials from various sources. Any elementary United States history will be helpful. The following books are a few of the great number

adapted for aid to this kind of work: Eggleston's Stories of American Life and Adventure should be in the hands of the children. For teacher's reference see such books as McMurry's Pioneer Stories. Gordy's Leaders and Heroes. Short Stories from American History, by Blaisdell and Ball. On Plymouth Rock, by Samuel Adams Drake. American Indians, by Frederick Starr. Dutton's New Century Historical Series. Burton's Stories of Indians of New England. Dodge's Stories of American History. Hero Stories from American Life, by Blaisdell and Ball. Pratt's American Stories for American Children, 5 vol. Carroll's Around the World, Book III. Carpenters' North America. The Making of the Great West, by Drake. Hart's Source Readers.

Type Studies.

The body of the A fourth geography work should be organized around large typical topics. Here is the only way to get any rich content into A fourth geography. Boston, for example, is to be made a subject for elaborate treatment. The systematic teacher will even incorporate the history work, as suggested in the foregoing paragraph, into these large geographical topics. By no means should teachers feel obliged to teach a certain amount of history and then follow with the geography proper. The history is to insert itself from day to day.

McMurry's "Type Studies from United States Geography", should be in the hands of each A fourth teacher. The book develops twenty-five topics. In treating the Hudson River, for instance, the following sub-topics are all presented by the author, in their proper relation: location, size, scenery, source in the Adirondacks, mouth and harbor, New York City, early history along the Hudson, commerce, the River's relation to literature, etc.

The A fourth geography may, in fact, be so organized around a few prominent centers, as to relate all minor topics, as the history, climate, products, occupations and characteristics of the people, in any particular section. Thus, Boston may be the largest topic of the New England states, but it includes descriptions of New England winters, summers, and people. It leads into discussions of New England industries,

such as cod fisheries, ship building, manufacturing, mining, etc. All the history stories of importance are closely associated with Boston; all New England commercial routes lead to that port; it is the center of education, literature, and of travel. Its great buildings and public views are the pride of New England. It will not be a waste of time to give such a subject full development. So in the other sections, there are the Hudson and New York, Philadelphia, New Orleans, Louisville, Chicago, Minneapolis, St. Louis, Denver and San Francisco.

For any present-day view of the United States such books should be consulted as Carpenter's, or the "World and its People", series; King's Picturesque Geographical Readers, and so on. The teacher should not fail to take the suggestions of McMurry's Type Studies in this work.

Map Study and Drill.

The third aspect mentioned above in A fourth teaching is that of organization and drill. The maps should be constantly before the children in all their study. Location should be always leaving its impress. The closing lessons on each section should be given to off-hand map drawing, and a drill on important facts. Only a few world-known cities, rivers, mountains, lakes, etc., should be outlined, spelled, pronounced, memorized and drilled upon. There are hundreds of facts shown on the maps of the elementary text that children of this grade should not be required to learn. The teacher should use careful judgment in avoiding unimportant detail.

FIFTH GRADE. B CLASS.

Three factors are absolutely essential to the successful teaching of B fifth geography: First, a conscious purpose in the mind of each teacher; second, the choice of the proper subject-matter; third, an effective method of presentation.

The Aim.

There should be a single aim in the mind of every teacher. She should hold in view a definite purpose which should guide her day after day. She should set up a certain thing to be realized in geography for her boys and girls, and this sole end should direct her in the choice of all her materials and inspire her in her methods of presenting these materials.

The aim in B fifth geography should be to give children an elementary knowledge of man as he is found environed to-day in South America, Asia, Africa, and Australia. It should be the one aim of each teacher working up fifth grade geography to give her children for the first time an introduction to the present home of the various peoples on each of the continents named. The central thought in all this work should be that of *man as he is found today*, especially the leading peoples with all their characteristic customs, habits and achievements. The aim should be to make fifth grade geography as interesting as possible, free from bookish treatment and rich in attractive description by presenting world-known facts concerning the peoples of other lands. Or, again, the aim should be to give pupils an insight into the modes of life on the different continents, into the habits of the people,—an insight into the customs, traditions, history, occupation, productions, etc. In other words, the chief aim of fifth grade geography should be to lead children away from America and to familiarize them with the vital geography of other lands, and at the same time, to set forth in an elementary way the relations between human activities and the geographic environments.

The above paragraph states in a variety of forms the teacher's point of view. The statements, finally, all have the same significance and each teacher should agree upon some one such statement, as the principle which will guide her week in and week out.

The Subject-matter.

With the above end in view the teacher should next select her subject-matter—her appropriate materials. At first thought she may feel the overwhelming truth that her subject-matter is the sum-total of all the facts about each particular people. Her subject-matter is man and his physical environment. She is to present to her children in an elementary way the various peoples of the earth; but as she goes about her work, as she approaches each particular continent, she finds so much of interest, she finds such a multiplicity of facts and such an abundance of material, that her problem becomes one of choice and elimination. She must select some materials, ignore others. She must make some matter first, subordinate other. One thing sure, she must realize that maps, map drawing, globes and globe study, text books, and supplementary reading are mere aids—accessories in getting the real subject-matter before children. The course of study in reality is not on paper, nor is the actual content to be found in texts, but in the outside world of fact and interest, in the study of life itself. No teacher should feel limited to a course of study on paper, and to the mastery of all that is prescribed. Any curriculum should be used only for its suggestions of fields of material into which to lead children to reconstruct and build up experience.

A course of study as indicated above and outlined below can do nothing more than suggest the materials that should receive emphasis in B fifth geography. In taking up the study of the fields proposed there are, at least, three steps in the order of procedure that should be more or less conscious to the teacher and possibly to the children as well.

(1) The General View.

In the approach to any particular region the general ideas of location, climate and physical features are to be first gained by the children. While the teacher

must keep in mind that the *Personal* idea and not the *Causal* one is to rule in fourth and fifth grade geography, yet she must hold up to the *observation* of her children in an elementary way some of the physical and mathematical facts of the region studied. In the first round of the study of the continents, as in the Home Geography of the third year, the teacher is still to appeal somewhat to the perceptive powers, along with the imaginative and not too strongly to the rational. She is ever leading her children to concrete illustrations of the fact that physiography underlies all other facts of interest; that the earth, in its different localities, is adapted to man's habitation, and that physical and climatic conditions everywhere modify man's activities in his effort to supply his three great needs—food, shelter and clothing.

(2) Organization of Topics.

In the study of each continent or region, the teacher must organize all her study around central topics as units. She must select a few "type studies"—a few world-known centers, or localities, or facts about which to organize all her instruction. This is the only way to give unity to every advance and at the same time secure a rich descriptive content to the whole study of geography. For example, in the study of South America, as planned below, it is suggested that the study be centralized about each of the five great physical divisions, the Andes, the Brazilian Highlands, the Selvas, Llanos and Pampas. These are to be used as units of study rather than the different political divisions. In Asia or in Europe, certain nationalities are taken as units, as China, Japan, and India, or as Greece, France, England, Holland, Russia, etc. The unifying thread in all this study, however, whether the unit of study be a great physical division, a great region, or a nationality, is the *Personal Element* —the study of people as such, whether of the Pampas

of South America, of China, of the region of the Nile, or of South Africa.

(3) Related History.

The teacher should take every opportunity to furnish her pupils with interesting historical or biographical matter, typical in character, giving light to the personal aspect of the study, and further emphasis to the so-called geography proper. She should always feel free to select such anecdotes, incidents, stories, legends, events in history, in fact, such materials containing the personal element and ideal element as will impel the attention and interest of children in the study of each continent, and as will make both the "earth-picturing and man-picturing" of geography and history more vividly related and more real. Here is where all history that is to meet the needs of the fifth grade pupils is to be kept inseparable from geography.

Scope of the Continents in Detail.

Frye's Elements of Geography.

South America. (Time, Five Weeks.) Secs. 92-98, 143-144.

Asia. (Time, Nine Weeks.) Secs. 98-105 and 144-145.

Africa and Australia. (Time, Four Weeks.) Secs. 111-122 and 145.

OUTLINE OF THE CONTINENTS IN DETAIL.

South America.

In the fourth grade the children were given a general idea of the world, with a somewhat full treatment of North America and a more detailed survey of the United States.

The fifth grade teacher is now to start with her children once more on their own hemisphere and she should see, first of all, that these children are able to image the earth as a great ball, floating in space, lighted by the sun, surrounded by air, with a surface of land and water, with men, plants and animals living upon it. This is the picture seldom sensed, even by adults, because they have been held too close to maps and texts in their study. The following suggestions are offered for the teaching of South America, the simplest and most typical of all the continents. They are but suggestions and no teacher should feel bound to carry out every detail of the outline.

1. The Earth as a Unit.

Review briefly the earth as a whole, the globe, the two hemispheres, the continents and oceans. If possible, lead children to image the western hemisphere—not the page in the book, but the two vast continents. Explain the use of meridians and parallels, and the custom of reckoning from the Greenwich meridian, all as a matter of convenience.

2. The Position of South America.

(a) With reference to the globe. In order to impress the relative position of South America with other continents, review briefly the Columbus voyages, and Balboa and his discovery of the Pacific. Teach in detail, develop, and reproduce the leading incidents of interest in the voyages of Magellan and Drake. See McMurry's Pioneers on Land and Sea, Chapters 7 and 8,

and Pioneers of the Rocky Mountains and the West, Chapter 7. Read, or better still, talk to the children from Carpenter's South America, Chapter XX, "In and about the Straits of Magellan". Review the story of the "Oregon". No teacher should read or reproduce whole chapters from Carpenter to B fifth pupils. Single paragraphs and interesting portions should be selected and properly related to the subject in hand. Even where the class is supplied with Carpenter's for supplementary reading, the books should be used at preparation period for geography when the children work up certain topics in response to previous assignments.

Maps and globes should be before the children at every step in these stories. They are necessary, not only to a proper understanding of the stories, but to illuminate the geography. The adventurous and heroic in history are presented here, not so much that children may enter upon the field of real history, but with a view of securing for them stronger impressions and a more valuable geographical content.

(b) Position with reference to North America and the hemisphere. Along with the proper use of the globe, a few general comparisons of latitude and longitude should be learned at this time. For instance: Is South America directly south of North America? Which is the farther west, Chicago or Valparaiso (S.A.)? What city in the United States is directly north of any city in South America?

(c) Position with reference to the equator. Is the greater part of South America north or south of the equator? To what southern latitude does the continent extend? Does it reach farther into the antarctic regions than Africa does? Follow the equator around the globe and draw conclusions.

3. Size and Extent

Compare with other continents.
Continents memorized in order of size.
Use of the scale in estimating the length of journeys by land and sea.

4. Outline.

Picture mentally, away from the map, the position and outline of the continent. Trace the outline in the air with the whole arm movement. Enlarge the outline off-hand and rapidly on the board. Sketch more carefully on paper. Show the capes, surrounding waters, the straits, and islands. Show in proper relation the mouth of the Amazon and that of the Plata. Note the relative position of Pt. Parina and St. Roque. Show Juan Fernandez. (Robinson Crusoe. Reproduce this story once more.)

5. Relief.

Fifth grade pupils should be led to "feel" the physical features of the continent. In order that they may receive clear and lasting impressions of the different surface features, they should build them up individually in relief. Sand and clay modeling should now be displaced by more permanent relief maps made by each child. These may be made of putty, papier-mache, or of salt and flour, and should be put upon such a base as to give permanence to the map.

The outline for a relief map should never be drawn off-hand. There is more place for off-hand map drawing in geography work than any other kind, but when the child is going after the relief, he should represent accurately the outline of the continent and the exact locations of the prominent physical features. This can be done by tracing, by stencil, by models of the continent cut out of heavy cardboard, or by the old method of squares and angles. If desired, the relief map may be placed upon paper, but this should be mounted on a base of wood, or trunk board. The political divisions should not be represented on relief

maps, and no water colors should be used, unless to wash a blue background for the surrounding seas and oceans.

6. The Great Physical Divisions of South America. The Peoples.

When the relief is finished, or, possibly, while it is being finished, the physical divisions in their relation to the people and all the facts of interest concerning the people should be studied in detail.

(a) The First Great Physical Division.

The backbone of the continent—the Andes. Compared to North America. The length. The highest points.

Cutting thru the "neck". The Isthmian Canal. A study of Panama. See Carpenter, Chap. II and III.

A study of Lima. See Carpenter, Chap. VII. Ascent of the Andes. See Carpenter, "Up the Andes", Chap. VII.

"On the Roof of South America", Chap. IX.

As you read of Aconcagua, p. 73, see that the relief map represents it.

References made in the above reading to Pizarro. Here some interesting history may be worked up. Study the coming of the gold-seeking Spaniards. Study in detail the Andes Indians.

Lake Titicaca. See that the relief map represents the lake. Take the interesting facts from Carpenter, Chap. X, "Steamboating Above the Clouds"; Chap. XII, "Mineral Wealth of the Andes."

Make a study of LaPaz, Carpenter, Chap. VI; Valparaiso, Chap. XIV; and Santiago, Chap. XVI.

(b) The Second Great Physical Division.

The Highlands of Brazil.

Compared to the Appalachians as to directions, height, etc. Select the most interesting facts from Carpenter, Chap. XXXI, "In Brazil—The Wilds of Matto Grosso"; Chap. XXXII.

Make a detailed study of Rio Janeiro and Bahia, Chap. XXXIV and XXXV.

(c) A Third Great Physical Division.
The Amazon. The Selvas. Note on the relief map the sources of the Amazon, its course, and the great rivers that feed it thru the greatest river valley of the world. See Carpenter, Chap. XXXVIII, "The Valley of the Amazon, or The King of Rivers"; Chap. XLI, "A Trip on the Amazon".
A study of Para and The Land of Rubber, Chap. XXXIX and XL.

(d) A Fourth Physical Division.
The Orinoco. The Llanos. Note the physical features which bring together the head waters of the Orinoco with some of the tributaries of the Amazon.
A study of Caracas, Chap. XLIII, after having presented the most interesting facts of Chap. XLII, "On the Orinoco and the Llanos".

(e) A Fifth Physical Division.
The Plata System. The basin drained. Carpenter, Chap. XXXVII.
The Pampas. Note the interesting portions of Chap. XXIII, "Life on the Pampas"; Chap. XXIV, "In the Great Fruit and Bread Lands of South America".
Study in detail Buenos Aires and Montevideo.

7. Review and Drill.

Before leaving the continent, each teacher should stop development work, should bring an end to attractive description, to the composition work and reproduction, and should spend two, three, or more days in drill on locations and important facts, so that children may organize their material and retain it. The value of descriptive geography for the fifth grade is inestimable, but there are certain topics, certain well known practical facts, for which we should hold the children responsible in the end by a system of drills. The following are among these topics:

The General Outline Features of the Continent.
The Drainage Systems.
The Chief Climatic Districts.
The Leading Occupations.
The Chief products.
The growing, gathering, and shipping of such products.

The People. Indians, Spaniards, Portuguese, and half breeds. Numerous facts both of current and historic interest about the people.

The Political Divisions. At the close of the study the political divisions should be thoroly memorized. No special drill should be given upon boundaries. The countries should be remembered in order on the Pacific and in order on the Atlantic.

The Cities. Only the prominent cities—scarcely more than the capital and metropolis of each division.

Asia.

Scope of the Work.

General Introduction.....One week.
China and Korea.....Two weeks.
Japan.....Two weeks.
Philippines and Farther India.....One week.
India.....One week.
Persia.....One week.
Holy Land and Turkey.....One week.

References.

Frye. Page 86-91 and 155-159.
Carpenter's "Asia".
Jane Andrews' "Ten Boys". Tarr and McMurry's "Asia".
The World and Its People Series.
Endicott's Stories of the Bible.
Guerber's Stories of the Chosen People.
Two Girls in China. (Eclectic School Readers.)
Etc. Etc.,

General Introductory Study.

This is the first time in the whole school course that children are led to a definite study of the Eastern Hemisphere. The approach to this Old World should be in a broad and general way. The earth as a whole

should be noted once more, the great globe, the two hemispheres, the large land and water bodies.

The great land divisions of the Eastern Hemisphere. The oceans and seas about these land divisions. The Mediterranean and its "Circle of Lands". The home of Columbus; his purpose. The work of Marco Polo. The Isthmus of Suez. The boundary line between Europe and Asia. (See the Relief Map, text, page 86.)

(a) Position.

Location of Asia with reference to the equator. With reference to South America and United States, as to latitude. With reference to London and Washington as to longitude.

Direction of Asia from the United States. Trace a route from Minneapolis to Asia by way of San Francisco. What railroads? What steamship lines? Length of journey? Cost of transportation? Destination? Etc. See Carpenter, "Voyage to Japan", pages 11-14. Trace route similarly by way of New York.

(b) Size and Extent.

Compared with other continents. Continents named in order of size. Use of the scale in estimating length of journeys. Length of the Siberian Railway. A general statement of the peoples to be studied. Chinese, Japanese, Hindoos, Persians, etc., with approximate distances from each other.

(c) Outline and Relief.

Study the outline from the wall-map, and from the relief map, page 86. See that children recognize the Ural Ridge and the Caspian and Black Seas as forming part of the boundary. Trace the outline in the air. Outline off-hand on paper and on the board with book open. Represent the peninsulas, Kamchatka, Korea, Malay, India, Arabia and Turkey. General shape of the continent compared with that of others.

The relief of the continent should be built up according to the directions given for South America.

Countries of Greatest Interest.

(1) China.

The chief interest to the children here should be the Chinese as a people.

See Carpenter for such subjects as the following: The Chinese Lands, number of people, physical features, dress, customs, products, occupations, modes of travel, government, etc. ''A Trip to Peking'', Chap. XII. ''The Great Capital of China'', Chap. XIII. ''Government and Education'', Chap. XIV. ''The Great Wall'', Chap. XV. ''Boats and Boat People'', Chap. XVI. ''Farm and Farming'', Chap. XVII. Curious Customs'', Chap. XVIII. ''Life in Asia'', World and its People Series, etc., etc.

Korea. ''The Hermit Nation'', Carpenter, Chap. IX. ''Among the Koreans,'' Chap. X.

See also, Van Bergen's Story of China, Krout's Two Girls in China, and the Little Journey Series.

(2) The Japanese.

Carpenter: ''The Island Empire'', Chap. II. ''Tokio'', Chap. III. ''Home Life'', Chap. IV. ''The Emperor and his Palaces'', Chap. V. ''Japanese Children'', Chap. VI. ''Farms and Farmers'', Chap. VII. ''Commercial and Industrial Japan'', Chap. VIII. See ''Japan'' in the Little Journey Series. Also, Van Bergen's Story of Japan, and Lane's ''Towards the Rising Sun''.

(3) Philippines and Farther India.

''The Story of the Philippines'', by Adelaide Knapp, in the World and Its People Series. ''Siam and the Siamese'', Carpenter, Chap. XIX. The King of Siam. The Royal Elephants. Singapore. The Malays. The Burmese, etc. Chaps. XX, XXI, XXII, and XXIV.

(4) India.

Jane Andrews' ''Ten Boys''. The story of Kablu, in a lesson or two. General View, Carpenter, Chap. XXIV.

See Chapters XXV to XXX for such subjects as Farms and Farmers, Stores and Trades, Wild Animals, the Holy City, Above the Clouds in the Heart of the Himalayas, etc., etc.

(5) Persia.

Jane Andrews' "Ten Boys", Story of Darius. Carpenter, Chap. XXXII; Persia and the Persians.

(6) The Lands of the Bible.

Carpenter. Palestine and its People, Chap. XXXIV. "Life in Asia", World and its People Series, Chap. XXVI. Endicott's Stories of the Bible. Guerber's Chosen People. Carpenter's "Travels Among the Turks", Chap. XXXV.

Africa and Australia. (Time, Four Weeks.)

References:
Carpenter's Africa.
Frye's Elementary Geography.
Tarr & McMurry's Africa and Australia, Part Five.
Carpenter's Australia and the Islands of the Sea.
Kellogg's Bible Stories.
Lyde's Geography of Africa.
Badlam's Views in Africa.
Travels of Livingstone and Stanley.

(1) Location, size, extent, outline and surface developed as suggested for the study of South America and Asia. The surface features are comparatively of little importance for the consideration of the fifth grade. Not more than four physical divisions should be studied. The Nile Valley, The Sahara, the Niger-Congo Region, South Africa and the Zambezi-Orange Region.

In the study of the outline of the continent, teach Cape Good Hope and the significance of the name. Cape Verde. Why so named? St. Helena. Why? Red Sea. Why so named? Suez Canal. Straits of Gibraltar. Canary Islands, etc.

(2) Egypt and the Nile Valley.

The old civilization. Why along the Nile? The Egyptian Priests. The religion. The mummies. The pyramids. The sphinxes, temples, citadels. Picture study and prominent views. Alexandria and Cairo as cities and centers. The story of Joseph. The story of Moses. See Carpenter's Africa. Chap. 12-16.

(3) The Sahara.

Size and extent of the desert. The undulating chains of hills and table-lands of the desert. The sand storms. The Simoon. The Oasis. "Blind Streams", Mirage. Caravan trains. Nomads. The lion, gazelle, antelope, ostrich, etc. See Chap. II-III, "Views in Africa", by Badlam. See Carpenter's Africa. Chap. 8-10.

(4) The Soudan-Congo Region.

"The Dark Continent", the original home of the American Negro. Livingstone's and Stanley's explorations. See Marden's Stories from Life. See Badlam's "Views in Africa", Chap. VIII, XIV, XV, XVI, and XVII, for such subjects as the Niger, Congo, people and views of the Congo Region.

(5) South and Southeastern Africa.

The Zambeze Region, Badlam, Chap. IX-XI. "Victoria Falls", Chap. X. "Lake Region", Chap. XIX. "Glimpses of South Africa", Chap. XXXII. "Natives of South Africa", Chap. XXXIII. As time will permit, see chapters on "The Diamond Fields", "Hottentot Customs", "Views of the Boers", etc. See Carpenter's Africa. Chap. 42-48.

(6) Australia.

A few lessons should be given to a consideration of the people of Australia and New Zealand. It should be almost exclusively descriptive geography.

Such isolated sentences as "Victoria and New South Wales are the leading colonies of Australia", are valueless and should not be learned. Whatever is taught about Victoria, New South Wales, New Zealand, Melbourne, or Sidney, or about the climate of Australia, the occupations and characteristics of the people, etc., it should be supported by such oral discussion, by such investigation and topical treatment as will guarantee interest and facts worth while.

Carpenter's Australia, The Little Journey Series, and Kellogg's "Australia and the Islands of the Sea" will furnish more material than can be presented in the allotted time. The teacher will be obliged to select.

FIFTH GRADE. A CLASS.

The following outline is intended to be suggestive rather than mandatory. Teachers should not feel required to follow it except in its spirit and aim. They are to use discrimination in the use of the adopted text, in the selection of topics to be treated, and in the choice of facts to be emphasized.

Scope and Importance of the Work.

One half-year is to be devoted here to a study of Europe, and to a rapid review of the elementary geography of all the continents. This half-year completes the first round of geography study—the first movement outward from the Home Geography of the third grade to an elementary knowledge of the different Peoples of the Earth. The children entering the A fifth class have used the Home Geography as basic—as a connecting link between their own immediate surroundings and the outside world. From their own environment with all its natural features and phenomena, with all its local life, industries, commodities, they have been led outward and have been given an insight into the physical and climatic surroundings, into the customs, habits, achievements and even into the historic interests of the people of North America, South America, Asia, Africa, and Australia. But one continent now remains, to complete this first movement. Next to the United States, its geography is the most important in the world. As much time is to be devoted to the study of this one continent as was given to South America, Asia, Africa, and Australia combined. Europe is now to be the center of interest for months. It is a big undertaking, yet a great opportunity.

Even the very first lesson should arouse interest in anticipating the field of study that lies before the class. Why should so much time be given to this one continent, the smallest af all

except Australia? Children, from the first, should be led to appreciate the fact that Europe is the home of our forefathers.

It has, to-day, more people in proportion to its area than any other continent.

One-fourth of all the people in the world live in Europe.

Europeans are chiefly the Caucasian race, which holds the highest degree of civilization on the earth.

Europe is the richest of the continents in history, literature, mythology, science, learning, commerce, industry, etc.

It is the tourist's stamping ground, and offers to travelers and students a variety of natural scenery, famous architecture, and world-known land-marks.

It stands closely related to the United States in all the latter's history and development and in its present-day outlook.

It is a safe and profitable field of study for A fifths.

B. of E. Page 55.

The Aim.

The aim of the teacher should be to give a general elementary survey of the life of Europe—to lead the fifth grade pupils into an interesting acquaintance with the different peoples and their environments. It is assumed that any good teaching of the geography of Europe must be reinforced by a considerable reference to its history. It is not conceivable, at this stage of the child's advancement, how the interesting facts of European history may be isolated from the study of geographical locations in Europe. Such geographical topics as England, Rome, Greece, Vesuvius, and Holland, when presented to the children for the first time, are scarcely more geographical than historical. So the work is to be presented with the knowledge of the fact that nearly every geographical location of importance, whether it be river, lake, mountain, glen, plain, coast-line, or city, may be touched in an interesting way by some personal story, some biography, history, legend or myth. While there is to be no attempt to teach consecutive history, the personal and ideal elements are to supplement in order to lend attractiveness to the localities studied.

To give an elementary insight into the life of Europe, to create

an interest in its people and its geographical and historical content, to lay a foundation for literary and artistic taste, to widen the experience and to enlarge the culture of youth, is the best thing for which the teacher of fifth grade children can hope from her work in geography.

Sources of Material.

The adopted text should be used chiefly as a reference book. No teacher can successfully teach Europe to fifth grade children and follow literally any one text. The information and inspiration must come from many sources. The teacher is rather to avoid bookish treatment and bookish drills for the sake of a live inquiry into the life of the continent, into the different nationalities, peoples, the various centers of industry, the places of interest, etc. All this work is to be presented and developed by means of imaginary travel, descriptions, picture study, open conversations, supplementary reading, reproductions, story, songs, and by talks from persons who have traveled in Europe. In working up the geographical facts it is assumed that each teacher will avail herself of all relief, physical, political and blackboard maps of Europe, and a large globe. She should work up her materials from standard books of reference. That class is most fortunate whose teacher can bring to it the culture that comes from reading related literature; the imagination and enthusiasm that come from a study of mythology; the example and interest that come from history, and the ideals that are embodied in art. The following are some of the books that should be accessable to the A fifth teacher and children:

Jane Andrews' Ten Boys.
Guerber's Stories of the Greeks.
Guerber's Stories of the Romans.
Guerber's Legends of the Rhine.
Harding's Greek Gods, Heroes and Men.
Harding's City of Seven Hills.
Baldwin's Fifty Famous Stories Retold.
Carpenter's Europe.
Coe's Modern Europe.
Youth Companion Series of Travels in Europe.

Little Journey Series.
Clarke's Stories.
Baldwin's Old Greek Stories.
Kingsley's Old Greek Heroes.
Jennie Hall's Viking Tales.
Louise Maitland's Heroes of Chivalry.
Stoddard Lectures.

Steps in the Teaching Process.

There are four steps which should more or less consciously guide the teacher as she presents the facts concerning each people.

(a) Presentation of such *historic* materials as will, in this age of self-complacency, exhibit as ideals some of those manly virtues that stern necessity has bred in each particular people.

(b) Presentation of the *present* life-content of each people whereby boys and girls, thru observation and imagination, may be given a panoramic view of the complex life of Europe.

(c) A constant emphasis of the fact that natural environment functions in man's relation to earth and to civilization. The physiographic basis and its close sequences are thus traced, time after time, in the effects of physical and climatic conditions upon plants, animals, and also upon mankind.

It may be said, however, that while the causal idea has some place in all A fifth teaching of geography in pointing out the effects of latitude, altitude, glacial actions, winds, ocean currents, etc., traced even to individual countries in such manner that pupils plainly see these effects; yet, this is not the time for a study of rational geography. It is still the perceptive stage of geographical study aided by the imagination.

This is the kind of geography for A fifths, while the causal idea is to furnish the principle for all sixth and seventh grade geography, the last round of the study of the continents.

(d) Nationalities as Type Studies.
The different nationalities of Europe are to furnish the order of topics for the A fifth pupils. Whatever detail attends this first study of the continent should grow out of the inquiry into the life and environments of the various peoples. The organization of bodies of interesting and instructive facts about each nationality as Greece, Rome, and Holland, etc., is designed to give a degree of unity to the work and, at the same time, a rich descriptive content. The quantity of material possible to present is practically infinite, a hundred times what any child can master. A wise choice of matter is, therefore, imperative. Organizing all the study around each nationality; relating all sub-topics to the national life and characteristics, it is hoped, will facilitate the task of choosing and eliminating

Outline of the Introductory Study of Europe.

Approach the study of Europe with a day's review of the children's ideas of the Earth.

By use of the globe, the hemispheres should be reviewed, the continents, and oceans. The larger world divisions should be imaged by the children away from books or maps. The use of meridians and parallels should be once more noted and the prime meridian should be located and explained.

1. Location of Europe.
   (a) With reference to the hemispheres, to the other continents, and to the oceans. The relative positions of Europe and the other continents may be impressed once more by reference to the Columbus purposes and voyages, to Magellan's and Drake's circumnavigations, Marco Polo's voyages, the route of fleets from America and Europe to the Eastern Waters.
   (b) With reference to the equator and the zones. Note the latitude of the tips of the southern peninsulas. Relative points in the United States. Note the northern latitude and compare with America and Asia.
   (c) With reference to the prime meridian. The longitude

of London? Follow the prime meridian thru Spain and Africa. The longitude compared of prominent points in Europe and America.

2. Extent and Size.

The extent and size of Europe should be emphasized at this time. The continents should be learned in order of size. Pupils may use the scale in estimating the length of journeys.

3. Outline and Relief of the Continent.

First arrive at the general triangular shape of the continent. Children should sketch the outline off-hand on the board and on paper, giving recognition to the prominent peninsulas, capes, indentations, islands, etc. In these off-hand sketches, the general courses of the Rhine, Rhone, Danube and Volga should be designated. The political divisions should not be represented in these first outlines.

Each pupil should build up for himself a permanent relief map. This may be made of papier-mache or of salt and flour. These relief maps should be constructed on some base of mounting board, trunk-board or card, such as will promise permanence to the map.

The outline for a relief map should not be drawn off-hand nor carelessly. When the end in view is the relief of the continent, the outline and all the larger physical divisions should be placed by stencils, tracing, or by some such means as promise accuracy.

The Prominent Surface Features of Europe.

(a) The historic peninsulas and their characteristic highlands.
(b) The British Isles and highlands.
(c) Backbone of the continent—The Alps.
(d) The Lowlands of Holland.
(e) The great Russian Plains.
(f) Four great river valleys, Rhine, Rhone, Danube and Volga.

The political divisions should not be represented on relief maps. At the time the general surface of Europe is being studied it

is only the *leading* physical features that should be represented. Intelligent Americans know but little and care less about the Jura, the Cevennes, Carpathian or Kiolen mountains. They know, in general, that these certain regions are high and mountainous. That is all a child should "feel" in his relief. The aim should be in the study of the relief to give a general idea of the continent's outline and physiography. In working for this general idea, the teacher should realize that the relief map is but a supplement as a globe, map or book. The child is not to think of his self-made map as the end.

No vivid and lively image can be obtained from these two or three lessons on relief if the lessons are barren of description, pictures and discussion. The relief map is only a means, supplementing discussion and assisting in forming correct imagery. Europe—its outline and general surface—is the subject at hand, and not relief maps. That teaching is a failure which does not get children beyond the flour and salt, the papier-mache, or the printed page. So there is need for some live description, some illustrative teaching, some study of picture, and natural scenery, and some reference to the life and customs and the climatic conditions, as each great region is built up in relief. In other words, as the children approach the continent they are given insight into some of the larger and more general facts concerning the historic peninsulas, the Alps, or the highland regions, or plains; but the detailed study, the final inquiry into each region, should come later with a study of the nationalities. For instance, as the children are working up the relief of the Alps, that they may be interested in the "real Alps", the teacher may feel called upon to impress the facts that the Alps dominate Europe; that they are the mountains of surpassing interest; that they are the best known mountains in the world. She may feel called upon to work up descriptions, and present pictures of the Alpine scenery, the lakes, passes, and inns. She may feel justified in telling the "Tell" legend or even in reproducing chapter XXVI of Carpenter's Europe, "The Alps," and so on. But she should not go into as much detail in the study of the Alps, as later, in a study of the Swiss and Roman People. The point is, that the interest of children must be awakened in the reality, even in this introductory relief study.

A Study of the People of Europe.

Europe has interest and profit for the children in this first study because of the variety of its nationalities, because of the characteristics of its many peoples. It is a study of European peoples that is to furnish the unifying principle and the order of procedure. All detailed study attending this half-year's work should be organized around an inquiry into the life and environment of each particular people. Here is the principle that should guide the A fifth teacher. It is that principle which, when worked out, will put an anticipating, an inquiring, an assimilating mood into the minds of the children, relative to Europe's peoples.

The Order of Procedure.

In taking up a study of the nationalities of Europe, the order is determined in part by the order of historic development. This begins with a study of Greece and Rome, then the rest of the continental peoples, concluding with a very valuable acquaintance with England and the people of the English possessions, all opening the way for the last four weeks review of the Geography of the World.

Relation of History and Geography.

It is not only the *present* interests of these various nationalties that are studied. The children are given an insight into the *historic* aspect of each civilization, so that the life of each people is always touched and illumined by legend, myth, folk-lore, biography, and the personal element. Types of people are thus individualized and idealized; geography and history are correlated—the one the theatre in space, the other the drama in time. No attempt whatever is made to teach consecutive history as such. It is all a study of life; and the boy has no use, at this stage, for dates or the background of history. He will find interest in the study of the people and their struggles. He wants to think of historic experiences as entering into and belonging to the present characteristics.of the people. Europe is rich in mythology, in its types of the heroic

and adventurous, in literature, art, architecture, scenery and achievement. Much of this in its elementary way is to be set before the child in this first study of the geography of the continent.

Apportionment of Time.

The following apportionment of time is deemed sufficient to give each important subject a reasonably exhaustive treatment:
(1) Greece, two weeks; (2) Rome, two weeks; (3) Spain and France, two weeks; (4) Belgium and Holland, one week; (5) Up the Rhine and Switzerland, one week; (6) Down the Danube, Austria, and Turkey, one week; (7) Russia, one week; (8) Scandinavia and Germany, one week; (9) The British Isles and the Empire, three weeks.

Greece.

After the few lessons planned in the above paragraphs upon the location, outline and relief of Europe as a whole, the children may be introduced to Grecians. With their own texts always open, the map always before them, with much supplement in reading, picture-study, mythology and story, several views should be given of these people.

(a) A general introductory view, as provided by a study of Cleon, The Greek Boy, who ran at the Olympic Games. Jane Andrews' Ten Boys. (Not more than a lesson or two should be given to this subject.)

(b) A historic view, showing the place of the old Greeks, Sparta, and Athens, in history, and recounting some of the most heroic and ideal incidents. See Guerber's Stories of the Greeks for the story of Hector, Achilles, Troy, The Days of the Tyrants, The Coming and Destruction of the Persian Hosts, Battle of Marathon, Xerxes Crossing the Hellespont, Leonidas at Thermopylæ, Pericles, Socrates, Alexander the Great, etc.

Guerber's Stories of the Greeks may be used for the regular reading lessons while the class studies the geography of Greece. The teacher should be familiar with such books as Baldwin's Old Greek Stories, Kingley's Greek Heroes, Hall's Homeric Stories.

(c) A glance into mythology. See Harding's Greek Gods, Heroes, and Men, Guerber's Myths of Greece.

(d) An insight into present Grecian life, the customs, habits, occupations, and products. The ruins of once beautiful temples. Greek poetry, painting, sculpture, architecture. Pictures of the Acropolis, Parthenon, temples, arches—The Doric, Ionic and Corinthian orders. See Carpenter's Europe.

Rome.

The suggestions given above for Greece should guide in the teaching of Italy and Rome.

(a) The introductory lesson. Story of Romulus and Remus. See Harding's City of Seven Hills; The Coming of the Greeks led by Aeneas; Story of Dido. For the Story of Cincinnatus, see "City of Seven Hills". Story of Horatius, the Roman Boy, whose ancestor kept the bridge so well, see the "Ten Boys". Other history stories such as the Destruction of Rome by the Gauls, the War with Hannibal, Julius Caesar, and the World's Empire, etc., are interestingly and briefly told in the "City of Seven Hills", or Guerber's Story of the Romans.

(b) Mythology. See Guerber's Myths of Greece and Rome.

(c) Modern Italy. See Carpenter's Europe. "Venice", Chap. XL; "Northern Italy", Chap. XLI; "Rome", Chap. XLII; "Naples and Vesuvius", Chap. XLIII. See "Under Sunny Skies" of the Youth's Companion Series.

By means of descriptions and pictures give ideas of the Forum, Colosseum, the Arches, St. Peters, the Vatican, the Pantheon, the Appian Way, Church of

St. Maria, The Temple, Claudian Aqueduct, the Cathedrals at Florence, Milan, Venice, The Tower of Pisa, etc. The language and reading periods may safely come to the help of this work for a short time.

Spain and France.

(a) Spain. Columbus. The Spanish-American territories. The Spanish Armada. The Spanish-American War. "Rural Spain", Carpenter, Chap. XLIV; "Cities of Spain", Chap. XLV. Gibraltar.

(b) France. A glimpse at its history. Charlemagne, Joan of Arc, "Rural France". Carpenter, Chap. X. The French Revolution. Napoleon.

(c) Present-day France. "Commercial and Manufacturing France," Carpenter, Chap. XI; "Paris", Chaps. XII and XIII. Picture Study. Arch of Triumph. Church of Notre Dame, La Madeleine, Les Tuileries, Louvre, Eiffel Tower, Champs Elysees, Hotels, Palaces, etc. the "Little Journey Series".

Belgium and Holland.

Carpenter, Chap. XIV, "The Busiest Workshop of Europe"; also Chap. XV, "A Country Below the Sea", and Chap. XVI, "In the Dutch Cities". Development of subjects of dikes, windmills, Belgium and Holland industries. Special reference to points of interest in Brussels, Amsterdam, and the Hague.

Up the Rhine and in Switzerland.

Carpenter, Chap. XXV, XXVI, and XXVII. The Lowlands, Rotterdam, Cologne, Cathedrals, Castles, Maus Tower, and "Fair Bingen on the Rhine", Frankfort, Heidelburg, Strasburg, Railroad up the Alps, the glaciers, Lakes Constance and Como, St. Gothard Pass, Mont Blanc, St. Bernard, New Simplon Tunnel, The Swiss People, their government, their occupations, products, vineyards, Swiss Cities. Guerber's Legends of the Rhine.

Down the Danube, Thru Austria and Turkey.

Special reference to Oberammergau. The teacher should select the most important and most interesting facts from the following chapters in Carpenter's Europe: Chap. XXVIII, XXX, XXIX, XXXI, XXXVII and XXXVIII. These chapters treat on the following topics: The Upper Danube, Vienna, Hungary and Hungarians, On the Lower Danube, In Constantinople, and Among the Mohammedans.

Russia.

Carpenter's "General View of Russia", Chap. XXXII; "Russian Peasants", Chap. XXXIII; "In St. Petersburg", Chap. XXXIV; "Commercial and Manufacturing Russia about Moscow", Chap. XXXV; "Down the Volga", Chap. XXXVI; Special descriptions and views of peasant villages, St. Petersburg, The Winter Palace, Moscow, Kremlin, etc. Special reference to Tolstoi, the peasantry and the government.

Scandinavia.

Carpenter, Chap. XVII, XVIII, and XIX, for such subjects as the "Land of the Danes", "Where the Sun Shines at Midnight", and "Travels in Norway and Sweden".

Germany.

It is suggested that the teacher follow the plan here as outlined for Greece and Rome.

(a) The historic aspect. The story of Wulf, the Saxon Boy who helped to make England. See "The Ten Boys". Story of Hengist and Horsa. German History Stories and German Folk-Lore. See Guerber's Legends on the Rhine.

(b) Insight into Modern Germany. In the German Cities Carpenter, Chap. XX, XXI, XXII. Hamburg, Bremen, Cologne, Frankfort, Danzig, Berlin, Special views of the Palace of the Emperor, National Gallery at Berlin, Brandenburg Gate, Equestrian Statue of Frederick the Great, Statue of Goethe, Cologne Cathedral, Frankfort-on-the-Main, and Goethe's House, Heidelburg, Sans Souci, Castles on the Rhine, Cathedral at Worms, Strasburg Cathedral, Art Gallery, etc. A study of the Emperor; Carpenter, Chap. XXIII. Rural and Manufacturing Germany; Carpenter, Chap. XXIV.

The British Isles and Empire.

(a) History. Review of Wulf, the Saxon Boy. Stories of Alfred the Great. Baldwin's Fifty Famous Stories Retold. Story of the Danish and Norman Invasions. The teacher may take time to teach the most salient points in the following stories from the "Ten Boys": Gilbert, the Page, Who One Day Became a Knight. Roger, the English Lad, Who Longed to Sail the Spanish Main. Stories of the Crusades, of Queen Elizabeth, of Gladstone, etc.

(b) Modern England. "Manufacturing England", Carpenter, Chap. VII. "London, The Commercial Center of the World", Chap. VIII.

Other cities of England and prominent English views. The Thames, Houses of Parliament, Westminster Abbey, The Tower of London, Trafalgar Square, London Bridge St. James Palace, St. Paul's Cathedral, Buckingham Palace, Bank of England, etc. Oxford University Views, Windsor Castle, Shakespeare's House, at Stratford-on-Avon, Ann Hathaway's Cottage, Holy Trinity Church, Famous English Cathedrals and Castles. Rural England; Carpenter, Chap. VI. Ireland; Carpenter, Chap. II and III and Scotland, Chap. IV and V. Special reference to the homes and writings of Shakespeare, Milton, Burns, Scott, etc.

A lesson or two at the conclusion of the study of the British Isles should be devoted to a general view of English dominions. A brief discussion of English possessions over the world, South Africa, India, Australia, Canada, etc., etc.

General Review.

It is hoped that the study of Europe may conclude two or three weeks before the close of the semester, and that these final weeks of the semester may be devoted to a rapid but practical review of the world's geography. It should be exclusively an old-fashioned, practical drill review on locations and maps. It should be confined largely to Europe and America and should be accompanied by off-hand map drawing, and a great deal of memory work. Important countries, boundaries, cities, rivers, lakes, mountains, capes, products, exports, imports, etc., should be located, outlined, and memorized. Children must not leave this fifth grade without some drill upon important geographical facts.

SIXTH GRADE. B CLASS.

Object of a Detailed Outline.

It is the intention of this outline:

First, To familarize the B sixth teacher with the place she is to hold in the entire course of geography in the grades.

Second, To furnish her with a statement of a single aim—with a single working principle which shall be incorporated into all her teaching, which shall guide her in the selection of all the subject-matter and inspire her in the presentation of such subject-matter.

Third, To offer the B sixth teacher a suggestive outline of the geographical matter that should receive emphasis, especially in view of the place the half-year's work holds in the school course, and in view of the aim—the end to be realized.

The Place of B Sixth Geography in the Course of Study.

B Fourth, From Home Geography to an elementary knowledge of North America and the Earth as a unit.
A Fourth, The United States.
B Fifth, South America, Asia, Africa and Australia.
A Fifth, Europe and Review of Geography of the World.

B Sixth, Physical and Mathematical Geography.

A Sixth, United States and North America.
B Seventh, South America, Asia, Africa and Australia.
A Seventh, Europe and Review of Geography of the World.

It will be observed from the above outline that the B sixth geography is to stand in between two rounds of study of the con-

tinents, between two distinct movements—two "spirals" of geographic content.

During the fourth and fifth school years, as is indicated, the children take a general survey of all the continents. These continents are all studied again in the sixth and seventh years, but from an entirely different point of view. The first study of the continents in the intermediate grades is characterized by the single effort of the teacher to give her pupils a general acquaintance with the people of all lands. In developing the elementary ideas of the geography of each continent, the first emphasis is placed upon the people *as they are found today* with all their distinguishing customs, habits, modes of living, surroundings, etc. The Personal Element furnishes the guiding principle to the teacher in this first round of study of the people of the earth. While the two years' course in the intermediate grades aims at a general knowledge of the geography of the world, yet all interest centers in the people. This interest focuses not only on the people as they are found at present, but as often upon their more primitive life, upon the pioneer aspect, upon a study of the heroic, the adventurous and the noble. This plan keeps history closely related to geography in the fourth and fifth years. It is an elementary geography study, enriched by historic content.

Now, in the last half of the sixth year and all thru the seventh, the continents are studied once more, but by an entirely different method of approach, from an entirely different point of view, and with a hope of entirely different results.

Here, for the first time, history comes to such importance in the school course that it is allowed a separate portion of each day's program. Here, for the first time, history is taught consecutively and children are led as far as possible to appreciate a background in the field of history. Text book history is now to be in the school program daily.

A New Basis of Geography.

But what about geography in the sixth and seventh years? What is this new principle that should prevail in this second round of the study of the continents? It is no longer a study of the People with all their interesting facts and features, but

a study of geography proper, the "*Earth* as the Home of Man". It is the study of the relations of life and civilization to the various physical and climatic conditions of the earth. The geography of the continents is now concerned not so much with the peculiar modes of life, and with story or legend, not so much with the personal element, as with the larger economic, industrial and social interests of the people modified by physical environment. Each section is now approached from the standpoint of industrial belts, climatic zones, great commercial routes and commercial centers. In other words, it is now a study of belts, of occupations, social customs, etc., as determined by cause. Cause and causal sequences have first consideration now. Or, in still other words, physiography rises into close relationship with vital geography.

With the above facts in mind, the B sixth teacher can see her place. She is to spend a half year in preparatory work—preparatory to a more scientific geography. She is to open up the study of cause and effect and is to spend a half year on the physical and mathematical geography of the earth. The geography of this half year is to lead to a larger knowledge of the facts of inorganic environment which enter into relationship with the earth's inhabitants.

The Aim of the B Sixth Teacher.

B sixth geography is to hold an important place in the larger course. A certain definite principle should guide the teacher day after day—a sole purpose, week in and week out. Her aim should be to lead her children to a fuller understanding of the categories, cause and effect, as manifested by the earth. She is to prepare the way for a two-years' study of the relationship of the earth to the life on the earth Here is where B sixth geography becomes distinct from that in the lower grades. It is essentially physical and mathematical and prepares the way for a more rational and a more problematic geography in the upper grades. It is a half-year's work upon which much depends.

The Subject-Matter.

The adopted text is Frye's Grammar School Geography. The portion allotted to the B sixth grade is the first sixty

pages of the book. An outline follows, showing what matter should receive emphasis. The outline does not follow the order of the book. Most of the facts are to be taught inductively and by illustration even before the book is brought to aid. No emphasis is to be put on verbal definitions and these are not to be memorized from the texts. The outline suggests the order of topics, which is not the order of the pages in the book. The adopted text and as much supplementary reading as possible are to be used to bring light and explanation to any particular subject or topic under discussion, and to assist in the topical treatment.

A great danger to the teacher may lie in an effort to attempt too much, too many details. The outline of subject-matter which follows is quite comprehensive so far as the range of its subjects is concerned. *The work must be kept elementary.* It must be adapted to the age and maturity of the children. The teacher's greatest task is to so familiarize herself with the matter suggested that she may properly select and emphasize only the great and fundamental facts. The best teachers will find it necessary to make daily preparation. They will draw their materials from outside the text book. The following references are suggested:

Dodge's Reader of Physical Geography. (In the hands of the children.)
Redway's New Basis of Geography.
Redway's Physical Geography.
Shaler's First Book in Geology.
Tarr's Physical Geography.
Tarr & McMurry's North America.
Davis's Physical Geography, and Teacher's Guide.
Other standard physical geographies and elementary physics.

The Earth. Form, Size and Composition.

(a) Proofs of its rotundity. (See the text.)
  (1) Many persons have gone round the earth. Who? Trace the route on the globe.
  (2) The sky line or horizon and the steamers. Secure pictures illustrating this fact. Make drawings.

(3) The appearance of new stars to travelers going north or south. Make special effort to get the imagery here.

(4) Shadow of the earth. Strive for the correct imagery or idea here. Use globes. A disc or plate will not always make a circular shadow.

(b) Size. Diameter and circumference, actual and approximate.

(c) Composition of the earth.

Develop the idea of the three forms of matter that compose the earth,—solid, liquid and gaseous.

Rock composes almost all of the earth's body. Rocks at surface, such as seen at cliffs, canons, peaks, quarries, Gibraltar. Use pictures. Rocks beneath the surface, as seen in railroad cuttings, ravines, borings, mines, etc. Use pictures. (See Dodge's Reader, Chapter VII.)

Of what is rock composed? From the fact that the earth is now a great rock body, what do you conclude about its former state before it became rock?

Explain the experience of men who work in mines, tunnels, etc., with underground temperatures. What is lava? What are ores? How formed? Name some. Collect specimens. Account for interior gases and liquids.

Discuss volcanoes as to cause, action, parts, etc. Use pictures and represent by chalk or crayon modeling. (See Dodge's Reader, Chapter XIV.)

Explain geysers, hot springs, etc. Employ pictures and chalk modeling.

Decomposition of rock. Variety of causes. (See text, page 4.) Also, Tarr & McMurry's Home Geography. Study pictures and illustrations.

Soil and its production. Kinds of soil. Humus. Clay. Sand. Leaf mold. "Run down" soil. Fertilized soil. Bring in specimens. See Goff and Mayne's First Principles of Agriculture; also, Dodge's Reader, Chapter XX.

The great globe of rock is covered with bodies of water. Show why the ocean and seas are not continuous. The relation of continents to oceans. Islands to oceans. Show pictures of volcanic islands in the oceans.

Water forms. Oceans, gulfs, bays, seas, straits, lakes, salt lakes, ponds, springs, rivers, river systems. (See text, pages 6-7.)

A deep ocean of air surrounds the entire earth. Depth of the air. Height from the earth. Air pressure explained and demonstrated. Composition. Its elements. How the air takes up moisture. Principle of evaporation. See Tarr & McMurry's Home Geography, pages 70-80.

Explain and illustrate so far as possible saturation, vapor, clouds, dew, fog, frost, rain, snow.

Do not take up the subject of winds in this general discussion of the earth and its composition.

NOTE:—Dodge's Reader in Physical Geography should be in the hands of the children during the semester. The teacher may feel free to make occasional use of the nature study and general-work period supplementing the lessons under discussion in the geography hour.

Mathematical Geography.

(1) The Earth's Rotation.

Time required. Explain the terms, axis, pole, equator, etc. The deception as to the movements of the sun. Illustrate by the movements of a train. Cause of day and night. Directions on the earth. Hemispheres, eastern, western, northern and southern.

Latitude and longitude. Parallels. Meridians. Degrees. Equator. Prime meridian. Do not explain the tropics, and the arctic circles at this time. They should be taught later when the inclination of the axis and the earth's revolutions are developed and explained. Pupils must first get simple but correct ideas about equator, north latitude, south latitude, 90 degrees north, 90 degrees south, east longitude, west longitude, 180 degrees east, 180 degrees west. The time to develop this idea of latitude and longitude is while the rotation of the earth, the cause of day and night, etc., are being studied. Explain the light hemi sphere, the night hemisphere.

NOTE:—The following directions for study call only for explanations of the rotating movement of the earth. The teacher should not confuse by bringing in the revolutionary movement. Avoid discussing the earth's revolution here.

By the use of the globe, illustrate the relative position of earth at noon, midnight, six o'clock a. m., six o'clock p. m.

Develop the idea of twenty-four hours difference in time on the earth's surface. Fifteen degrees represent an hour's time, etc.

Use the globe to show noon at London. Noon at St. Louis. When it is noon at St. Louis, let children reason out the time of day at Denver, Philadelphia, New Orleans, Carson City, London.

Develop the rule for reckoning the time east and west of a given meridian.

A number of practical problems, such as usually appear in the arithmetic work, under longitude and time should be given at this time. Confine most of the problems to degrees, avoiding minutes and seconds. The subject of longitude and time should be eliminated from arithmetic and taught exclusively in this connection. Children must be kept at a practical drill until they fully understand the relation of time to longitude.

Develop the subject of Standard Time. When it is noon by the sun at New York, it is before noon at Buffalo, Chicago, Minneapolis, and so on. Measuring from east to west, every place in the United States has a different time by the sun. Show how this fact might be a source of great annoyance to railroads. The necessity of Standard Time belts, Eastern, Central, Mountain, and Pacific. (See Tarr and McMurry's North America, pages 116-118.) At what points, then, is sun time identical with railroad time? Where is the sun time ahead, where behind railroad time? Too much use cannot be made of the globe and the large wall map in actual study.

While making this general study of the earth, have children follow the fortieth parallel around the globe, making an outline of twenty great cities, situated on or near this parallel. Why so many great cities? The whole subject will be better impressed if children actually memorize the latitude and longitude (approximate) of such points as New Orleans, Philadelphia, San

Francisco, Denver, City of Mexico, Quito, Madrid, London, Cairo (Egypt), Peking, etc.

NOTE:—The teacher is once more reminded that she should avoid the discussion of cause of zones, tropics, etc., in this study of latitude and longitude. The next subject, the revolution of the earth, will give light to these topics.

(2) The Earth's Revolution.

Distance from the sun.

Inclination of the axis.

Revolution of the earth.

Illustrate this motion by the use of spheres or with the globe. Emphasize, first of all, that the inclination of the axis does not vary. Is the inclination always toward the sun? Use the globe; show the movement of the earth once around the sun. Keep the inclination correct. Call attention next to the elliptical pathway.

By use of a rubber band or a mark, show a constant hemisphere of light and a constant hemisphere of darkness. Show that for three months the north polar regions pass more and more into light, and then for the next three months gradually out of the light, etc. Six months day, therefore, and six months night. Avoid details.

Show that the earth is constantly rotating while it is revolving. This rotation does not interfere with the six months' day. Entirely different at the equator. Show that the rotation causes there, alternating day and night.

The north and south movement of the sun. Once more show the earth in its relative position to the sun, possibly in June. Inclination toward the sun. Make drawing. Direct rays on the tropic of cancer. Our summer. North pole in the light. Rays 23½ degrees beyond north pole. Determining limits of the arctic circle. Northern hemisphere mostly in light. Long days of summer, short nights.

Gradually move the earth to its position in September. Direct rays on the equator. Equal length of days and night. Our autumn. Rays extending to the poles.

Gradually move the earth to its position in December. Inclination away from sun. Make drawing. Direct rays on the

tropic of capricorn. Rays do not now extend to the north pole, but to the arctic circle. Southern hemisphere mostly in light, northern hemisphere mostly in dark. Our winter. Long nights of December in Minneapolis, short days.

Gradually move the earth to its position in March. Direct rays again on the equator. Our spring. Equal length of days and nights once more. Rays extending to the poles.

Region of direct rays of sun between the tropics. Position in June. Position in December. North and south these direct rays move annually. Illustrate by the globe once more. Width of the torrid zone, 47 degrees.

Arctic circle. Illustrate once more. Rays beyond the north pole in June. At the pole in September. twenty-three and one-half degrees short of the pole in December. The arctic zone. Its width.

Temperate zone. The tropics having once been determined and the arctic circle, then the temperate zone must be forty-three degrees. (See section II of Tarr and McMurry's North America for discussion of summer, winter, revolution, inclination and zones.)

Physical Geography.

Study of zones. (See the text, page 27, Also Tarr & McMurry's North America.)

(a) Zones of Light and Heat.

Explain, once more, the origin of the term equator, tropic of cancer, tropic of capricorn, arctic circles. What determines the location of these imaginary lines? What is the width (in degrees) of the torrid zone, temperate zone, the frigid zone? When does the sun's rays reach 23½ degrees beyond the north pole? Illustrate graphically. Where are the direct rays at such time? How many of the 360 degrees of the earth's surface lie in the torrid zone, in the temperate, in the frigid? Add all to make 360 degrees.

Develop the fact that the imaginary lines above named mark zones of light rather than zones of heat. If latitude alone determined heat and climate, then these zones of light would be identical with the

zones of heat. The torrid zone of heat is not identical with the torrid zone of light between the tropics. Why? Develop isothermal lines. Make drawing. Follow the temperate zone of heat around the earth.

(b) The Equatorial Zone of Rain.

The influence of heat. The principle of evaporation reviewed. The shifting of the equatorial rainbelt, north and south. Amazon region, Congo region, Ganges. Two rainy seasons annually in Venezuela and Panama. Why? (See the charts, Frye, page 31.)

(c) Equatorial Zone of Wind.

Influence of heat on air. The rising equatorial air. Connection with the equatorial rain-belt. Cause of westerly direction. Trade winds. Why so named? Note the Columbus pathway.

Equatorial storms. Cyclones, tornadoes, and monsoons. (See the chart, Frye, page 30.)

(d) Equatorial Zones of Ocean Currents.

Influence of heat on water. The heated tropical waters. Cause of westerly movement. Study of the chart, Frye, page 32.

(e) The zones of return currents of water and wind. The return trades. Study of the Gulf Stream, and the Japan Current

(f) Zones of Variable Winds and Rains.

Causes of local winds. Land and sea breezes. Influence of prevailing winds on climate. Rainless districts of the world. The Llano Estacado, The Sahara, etc.

(g) Plant Zones.

Pupils should here be held quite closely to the treatment as given by the adopted text, pp. 42-52, inclusive. This matter can be disposed of in reading lessons and class discussions. The plant life of each particular zone, the frigid, for example, or the temperate, or the torrid, should be followed around the globe. The pictures should receive special attention and study here. (See text.) Let the vegetation of

each zone stand out prominently. Have the children see the adjustment of the plant life to the physical and climatic conditions.

(h) The Animal Zones.

Follow rather closely the adopted text, pp. 53-56. See suggestions under "Plant Zones" above.

(i) Race Zones.

The black race, yellow race, white race, etc. See the adopted text, pp. 33-41 inclusive, and notes above on "Plant Zones".

SIXTH GRADE. A CLASS.

Preliminary Suggestion.

The teacher of this grade should study carefully the suggestions to the B sixth teacher, especially those calling attention to the "Place of B sixth geography in the course of study". No teacher can do her best work who does not know the preparation of her class, and the relation of her half year's work to the larger course in geography. Therefore, it is urged that she study carefully the B sixth outlines.

Scope of the Work.

One half-year is to be devoted here to the detailed study of the United States and North America; fourteen or fifteen weeks to the United States and four or five weeks to the remainder of North America. The A sixth teacher is to start the children upon the last movement in their geography course. The class is to begin for the last time the study of the continents of the earth. This is to be the last opportunity for a mastery of the geography of the home country.

The Way of Approach.

The causal idea so thoroly developed in B sixth work is now to furnish a new way of approach to the study of any particular region. The study of causal relations is now to place the geography work upon a broad basis.

In the intermediate grades, as the children studied the United States and the different peoples of the world, the aim of the teacher was to give them a somewhat general insight into modes of life, into interesting habits, customs, traditions, history, etc. The children were, in a sense, entertained by graphic descriptions and pictorial views of the different peoples of the world. It was a sort of panoramic form of representation by which the

whole earth was viewed as a great theatre in setting and action. It was a kind of geography teaching built upon the observational powers of the child and developed thru constant appeals to the imagination. The unifying principle in all the teaching rested in an emphasis of the personal element, and it was this portrayal of the personal that gave a rich embodiment to the geography work, and contributed much to general culture, and to the enrichment of child experience.

Now the children are to take up the study of geography proper which considers more the earth in its relation to life. It is essentially the fact of *relation of earth and inhabitants* that is to give unity to the work in the grammar grades. It is the principle which relates physiographic topics with industrial, commercial, political, historical and social topics that is to furnish the new point of approach. The children are no longer to aim at a bird's-eye view of the different peoples, which is too likely to end in a fragmentary and superficial accumulation of interesting facts; but they are to pass from geographical facts to causes, from appeals to the powers of observation and imagination to the powers of reason and memory. While it will be necessary to study facts, yet these facts must not now be barren or meagre or stripped of detail, but must be studied in their relations. In order that the causal nexus may be seen, in order that working causes may be reasoned out, it will be necessary to enter upon deeper details. Children at this age are not only concerned about facts but they are becoming more and more inquisitive about causes. It is this causal idea, then, that will bring together into central topics, facts of interest drawn from several sources, such as the physical, commercial, historical and industrial. It is wholly artificial and unnatural to study the physical features of any locality isolated from the other interests. Isolate, for example, the physical facts of the New England states from the commercial, industrial, or political geography, and the bare facts stand forth without cause or relation, entirely out of their proper setting and meaning. So the constant question for the child as he takes up the geography of the United States for this last time, is, what physical and climatic conditions have directly influenced these people in their modes of life, their industries, their commercial activity, and so on? On the other hand, what have the people of this section done reacting

against their physical limitations? Geography thus furnishes two sets of causal forces, one springing from physical nature and the other from man and his enterprises. It is man and nature, man in nature, but not man alone, nor nature alone.

Two Extremes in Method.

There are two extremes prevalent in the methods of teaching the geography of the grammar grades.

The one, the older method of approach, the more traditional method, approaches each section entirely from the standpoint of the map. The causal idea never arises. Facts are studied but unrelated. Map drawing and map study constitute the body of the work, which begins and ends in old-fashioned memory drills upon location. The study and the teaching is wholly bookish and barren of description or discussion. There is no content, no body to the teaching. The appeal is constantly to the memory.

The second method, and other extreme, came more recently, ignores the map, frowns at drill on locations and at book-geography and spends all its time in what is designated as a more pedagogical and more professional method of teaching. It begins and ends in development work. Everything is "developed" by means of imaginary journey, description, picture study, conversation, class-time discussions, argumentations, etc. It makes full and exhaustive treatment of typical subjects, organizes great varieties of important facts about definite topics and even delineates with sufficient fullness to reveal true causal sequences. This method may make valuable appeals to the powers of observation, imagination and reason, and yet in the end fall short of meeting the needs of boys and girls because of the fact that the method is pushed to extreme.

Here are two extremes in the methods of teaching upper-grade geography. There is some value in each method but it is an exaggeration of value to push either method to the exclusion of the other. A graduate in either method falls short. Push the former drill method to extreme and the child becomes encyclopedic and goes out of school soon to forget all because he has no interesting content to give support and fixity to the innumerable facts drilled upon. Push the development method

to the neglect of the drill and the pupil may grow "richer and richer in experience", but he will grow also into greater and greater confusion, unless he is stopped to organize his matter and to drill upon his facts.

It is the A sixth teacher of the United States and the seventh grade teacher of the continents who need to appreciate the above extremes in method. How to relate development and drill in this last course of geography is a question that each teacher must answer before she can lead her children into the most valuable and the most useful geographical knowledge.

It may be said, then, that there are two kinds of geography for the sixth and seventh grades:

First, a kind that is basic—the groundwork—the kind that presents facts in their relations, a rational geography that is presented by development methods.

Second, a so-called practical geography that puts emphasis on drill, that appeals to memory, that, to some degree, brings order and organization out of confusions of facts. This drill geography, especially in the upper grades, centers around map drawing and map study. It should, as a rule, follow development work and should be given from one-fourth to one-third the allotted time.

Objects in Teaching Grammar Grade Geography.

First. To give practical information; to give a definite amount of useful knowledge concerning the location and the character of the important places on the surface of the earth. Never before, in the history of the world, were geographical facts of such practical value to the rank and file of our population. The boys and girls of sixth and seventh grades must not be allowed to go thru school without acquiring a general acquaintance with the world's leading locations. Geography rightly taught will thus have its utilitarian value.

Second. To furnish a foundation for all scientific inquiry. There is only one conception of geography that can support its claim to a large share of the time and thought of the grammar grades. It is the conception of it as a subject underlying all the sciences, the sciences of nature and science of man. A pupil

cannot go far in working up true geographical matter before he finds himself combining, relating, comparing, interpreting great masses of facts bearing upon geology, astronomy, physics, mechanics, history, economics, sociology, government and so on. Geography must be conceived as a bridge over which to pass backward and forward from the study of man's habitat to his activities and his limitations, and back again. It is the passway for all considerations of man and nature. If our present geographical instruction can be freed from tradition and conservatism, if it can be brought abreast of contemporary scholarship, it will furnish a foundation for all other sciences and will become a unique and indispensable element in elementary education.

Third. To lead children to see, in part, the process of adjustment of forms of life to geographic environment; to show that while the earth is adapted to man's habitation, yet topography and climate operate singly and together in the distribution of life, and have played an important part not only in the making of history but in determining the customs and achievements of each people.

Fourth. To show the interdependence of men. To show that under our present economic and social systems every section is entirely dependent upon every other section, every man upon other men. The East is dependent upon the West, the West upon the East, the North upon the South, Europe on America, and so on. This will give emphasis to what may be called the sociological value of geography study. No boy can go far in the upper-grade geography without feeling that the whole world is one vast neighborhood and every man a neighbor. Adverse conditions in one section affect all other sections. Civilized man everywhere is dependent upon all regions of the earth to contribute to his food, shelter, clothing, and culture, and a large part of civilized effort is directed toward perfecting the modes of travel, commerce, and intercommunication between these various regions.

Fifth. To give disciplinary training to the child.

(a) The Perceptive Faculties.

The pupil's habits of observation, formed in the study of Home Geography in the primary grades, fur-

nish the base on which to build all other geographical knowledge. If he comes from the lower grades with no alertness, no wideawakeness to the things about him, if his senses are stupid and sluggish, if he has no powers of observation building up his "sense world" there is not much to work on or develop. It is too late when pupils enter the grammar grades to give the elementary "sense training" that belongs to the lower grades.

(b) The Imagination.

The right kind of geography teaching in the intermediate grades works outward from the Home Geography thru appeals to the imagination, and children are presented with such facts of interest as leave vivid images of the different peoples, regions, locations, etc. of the entire earth.

(c) The Reason.

The greatest result, psychologically, derived from the study of geography, comes in the grammar grades in the development of reason. This is true only when geography is made to present to these upper-grade students real problems. The causal idea is, then, the principal one and children are continually called upon to work it out. In any important topic, when certain facts have been presented, interesting questions or problems can be set up which require the pupil to combine and interpret facts. Take any of the great industries wherever found over the world—mining, manufacturing, agriculture; take any of the great centers, any of the great commercial routes, any of the great physical barriers and they all present their real live questions. There is quite a difference between committing to memory facts and locations on the one hand, and the working out of problems on the other. Geography thus taught will give an insight into the world, will give an ability to interpret the world about us. As in the fourth and fifth years children are interested in

facts, so in the sixth and seventh grades they must be interested in deep-lying causes, must find pleasure in probing into questions. Each skillful teacher should recognize that there lies the spur to true interest and to strong effort on the part of children. Geography thus becomes a problem-solving study and the children exercise fully as much reason as in meeting and solving the problems of arithmetic. The general movement, then, up thru the course of study so far as psychology is concerned, is from the Observational Geography of the primary grades, thru the Imaginative Geography of the intermediate grades, into the Rational Geography of the grammar grades.

(d) Memory.

All along the way, memory is trained by means of drills on the names, spelling and locations of rivers, lakes, mountains, islands, capes, indentations, products, routes, cities, capitals, rulers, and so on. The mind, in order to outline, classify and organize, must hold a multiplicity of facts.

General Reading for the Geography Teacher of the Higher Grades.

Geography, as it is now being understood, is a science. It sets forth, in the end, the relations of life to geographic environment. It has come to be more than description, more than "sailor geography", and more than a catalog of facts. It is generally recognized that the science of geography is in its youth. Within the past decade, an entirely new interpretation of the nature and the scope of the subject has been given to the educational world. While the mutual relationship of human activities to geographic influences has been fundamental in the German system for more than a half century, yet in America but few educational institutions, even today, give teachers any training in this larger aspect of geography. A more thoro preparation of teachers of geography, and a more valuable equipment will be the result of the present awakening to the facts and merits of a "new geography".

With this in mind, every teacher who would enlarge her point of view, who would gain more scientific knowledge of geography, every teacher of the grammar grades who would keep pace with contemporary movements and methods, will do well to acquaint herself with many of the following books, all of which emphasize one or more aspects of a new geography.

Earth and Man - - - - - - - Guyot.
New Basis of Geography - - - Redway.
Geographical Influences in American History - - - - - - - - - Brigham.
Child and Nature - - - - - - Frye.
The Relation of Geography and History - - - - - - - - - George.
Natural Resources of the United States - - - - - - - - - Patton.
Outlines of the Earth's History - Shaler.
Story of our Continent - - - - Shaler.
First Book in Geology - - - - Shaler.
Nature and Man in America - - - Shaler.
Aspects of the Earth - - - - - Shaler.
Comparative Geography - - - - Ritter.
The Teaching of Geography - - Giekie.
How to Teach Geography - - - Parker.
European Schools (Chapters in Geography) - - - - - - - Klemm.
International Geography - - - - Mills.
The Earth as Modified by Human Action - - - - - - - - - Marsh.
The Earth and Its Story - - - Heilprin.
The Earth in the Past Ages - - Herrick.
American Commonwealth (Chapter on the "Home of the Nation") - Bryce.
Man and his Work - - - - - Herbertson.
General Geography - - - - - - Mill.
Man and his Markets - - - - - Lyde.
The Geography and the Geology of Minnesota - - - - - - - - - Hall.
Commercial Geography - - - - Redway.
Commercial Geography - - - Adams.

Commercial Geography - - - - - Tilden.
Commercial Geography - - - - - Gonner.
Commercial Geography - - - { Gannett. Garrison. Houston.
Manual of Geography - - - - - Redway.
Hints on Teaching - - - - - Hathaway.
Special Methods - - - - - - McMurry.
Manual in Geography - - - - - McMurry.
School Geography - - - - - - Longman.
Methods and Aids - - - - - - - King.
Topics in Geography - - - - - - Nichols
Lessons in the New Geography - Trotter.
Chalk Modeling - - - - - - - - Heffron.

OUTLINE OF A SIXTH GEOGRAPHY IN DETAIL.

General Ideas of North America.

Approach the detailed study of the United States and North America with about two days' general review of the continents. All the continents might be once more named in order of size, in order of population, influence, etc. The relative position of North America to the other continents, to the hemispheres. Some of the leading meridians and parallels that cross the continent. Make use of the globe and maps. A general survey of the semester's work should be given the children. The political divisions of the continent should be named, the larger physical features of the continent noted, and so on. The purpose of this lesson should be to clear the way that children may not move blindly as they make a detailed study of each section. (See Map Studies, text, pages 63-64.)

Introductory Study of the United States.

A good general idea of the United States should be acquired before the children are led into a regional study. This general idea should be developed from a consideration of the following topics:

(a) Historic sketch of the people of the United States. (See text, section 40. Not more than one lesson.)

(b) Location.

With reference to North America and the other continents; with reference to the oceans. Its latitude and longitude limits. Study meridians 67, 75, 90, 105, 120, also paralels 25, 30, 40, and 49. Locate the United States on the globe, and follow the above meridians and parallels.

(c) Extent and Size.

Compare with North America. With Europe and with Australia.

Approximate distance across. Use scale. Approximate number of miles between different prominent locations.

(d) Outline.

Imaged as a whole. Sketched off-hand on paper and on board. Locate prominent parallels and meridians. (See above.)

In the off-hand sketch show the Great Lakes, St. Lawrence, Atlantic Ocean, Chesapeake and Delaware Bays, Florida Peninsula, Gulf of Mexico, Rio Grande, the Pacific, Cape Cod, Hatteras, Sable, the West Indies, Vancouver.

A sketch as indicated above is not intended to represent the individual states, but it is to enable the pupil to conceive the general outline of the country. No conception of a general outline of any country can be gained without some graphic representation, some form of map or diagram. There is, today, too much prejudice against a map. Its use has done violence, and yet it can be made the basis for teaching geography, provided the teacher does not allow it to take the living reality out of the subject. The boy and girl must be led, constantly, to look beyond the map to the country represented. As the teacher speaks St. Lawrence, Superior, or Florida Peninsula, the child must not image a particular page or spot in the book.

The right kind of mental pictures are absolutely essential to the acquisition of true geographical knowledge, but the right use of the map and diagrams need not defeat correct imagery.

(e) Surface.

The text presents an excellent treatment of the larger surface features of the United States. See Sec. 41, pages 64-74. Particular attention is called to the relief and drainage map, pages 68-69. Whenever possible, children should make pencil and chalk relief maps, filling in outlines with the principal relief and drainage features. The construction of relief maps by chalk and crayon is sure to have a larger place in all grammar grade geography of the future. Nothing aids so much to fix the physical features in the mind. A self-made relief map talks aloud and presupposes a minute observation and careful judgment on the part of the maker. In such work, the child "feels" the larger physical divisions, the different surfaces, the shape of the land and water bodies, the courses of rivers, the cause of lakes, etc., etc.

In a study of the relief of the United States, note the following:

The Appalachian Highlands.

The Coastal Plain and the short, rapid rivers of the Atlantic slope.

The Rocky Mountain System, the Pacific Highlands, the Great Interior Basin, the rivers flowing to the Mississippi, the Rio Grande, the Colorado, and the Columbia.

The Mississippi Valley and its great system of rivers, the Western Plains, the Prairies, the St. Lawrence, the Red River of the North, and the Divide of Land.

(f) Climate.

The study of the location and relief of the country as a whole leads the student immediately to a consideration of climate, climatic influences and the different industrial and product belts. Any discussion of the great physical features is incomplete which does not

point out the effects on climate, rainfall, soil, productions, occupations, distribution of life, modes of living, etc. The subject of climate must be studied in relation to other physiographic topics. See the text, Sec. 42, pages 74-75, for diagrams of heat belts, wind belts, and temperature regions.

(g) Products.

There are two methods of studying the products of the United States: (1) Working them out in detail with the special study of each section of states. (2) A general study of product belts or productive areas without so much reference to individual states and local influences. The author gives ten pages to the later method, pages 76-86. Either method may be pushed to extreme. Exaggerate the former way by taking up a detailed study of products, etc., with the study of each state, and it becomes a drill on lists of product-names with no reference to the physical and climatic causes at work in the locality, and with no reference to the larger physical divisions of the country. Push the second method to extreme and the study becomes too general, ignoring the many causal forces and modifying conditions of each locality.

Inasmuch as the adopted text gives such a unique treatment of product belts, pages 76-88, it is recommended that this larger, more general study of productions precede the study of each section of states, and that later, as the different states are studied in detail, specific regard be given to local physical and climatic causes. Frye places a creditable emphasis upon one principle;—that the "vital geography, political geography and commercial geography of the world, grow out of and are dependent upon the physical geography of the world". This is applicable to the United States as well, and the principle is embodied in the twelve pages devoted to the study of industrial belts and product areas, but the teacher should always hold in mind that these pages are general in point of view.

The twelve pages of the text, above referred to, should be taken up as reading lessons and largely supplemented. There is but very little call and opportunity for drill work in this kind of study. It is a time for oral discussion and much reproduction. The map should be used freely in the study of these belts, and there is no objection to summing up the study with self-made product-maps with mounted materials. The teacher will find much aid in such books as Dodge's Reader, Chap., IV, V and VI. Chase and Clow's Stories of Industry, 2 Vol. Lane's Industries of To-day. Lane's Triumphs of Science. Rocheleau's Great American Industries, 2 Vol.

Sectional Study of the States.

Apportionment of Matter and Time.

The author devotes thirty-four pages to his treatment of the different sections of states, pages 88-122, with a special supplement of ten pages on Minnesota (See Appendix.) Teachers must carefully calculate the amount of time at their disposal for each section. The following apportionment is suggested: New England, two weeks; Middle Atlantic States, two weeks; Southern States, both eastern and western sections, three weeks; Central States, both eastern and western sections, three weeks; Minnesota, special supplement, one week; Western States, two weeks. This will mean twelve weeks to the sectional study, allowing three or four weeks for the introductory study of the United States as outlined above, and three or four weeks to a concluding study of North America according to an outline which follows below.

The Order of Procedure.

There are at least three steps in the detailed study of each section:

First, The Approach and General View.

Second, The Study of Typical Topics.
Third, The Drill.

Not more than a lesson or two should be given to the approach and general study of each section. The body of the time should be about equally divided between the study of chosen topics and the drill on map making, map study, and locations.

It is not deemed necessary to give a detailed outline for the study of each section of states in the country. An outline follows on the New England states, which is intended to be suggestive. Teachers should feel free to take it in its spirit rather than literally, and apply it to all other sections.

The New England States.

The approach and general view constitutes the first step in the study of any section of states. In approaching a detailed study of the New England States, for instance, lead the class into an oral discussion of the location, extent and size, general outline, relief and drainage, and climate. These are first and fundamental. They determine all else, — life, occupations, industries, everything.

As such topics are discussed lead the children to see beyond the map to New England itself.

(a) Position.

With reference to the remainder of the United States. With reference to Europe. What countries in Europe are in the same latitude? What principal meridians and parallels cross this section? Latitude of northern Maine compared with that of northern Minnesota.

(b) Extent and Size.

Size of the states compared with Minnesota. The largest state, the smallest? Size in round numbers. Approximate distances across, distances from place to place.

(c) Outline.

Sketch off-hand. Do not sketch the outline as a whole first, and then attempt to put in the different states afterward. Pupils should not sketch the outside boundaries and then try to place the individual states

inside. Develop the sketch state by state and note the relative position of one to another. Show Penobscot Bay, Massachusetts Bay, Cape Cod, Nantucket, Long Island. Show parallels 41, 45, 47 and meridians 67, 71 and 73.

(d) Relief, Drainage and Climate.

Show prominent mountains, valleys, rivers, lakes, indentations. Discuss the effects of the Great Glacier—the ice sheet that once came down from the North, the moraine hills, sandy plains, the narrow coastal plain, the rocky surfaces and boulder-strewn soil, the falls and rapids, the swift streams and water power. Lead from the general discussion of physical features into a consideration of climate. What gives New England its characteristic climate? How does its climate determine or modify the conditions of life? The regular reading lesson might supplement the geography at this time with a study of "Snow Bound", etc.

The Study of Topics.

The descriptive geography of each section should be organized about certain typical topics. This is to constitute the development work in the study of each section, by which the children are led to feel that there is a world of vital, interesting fact back of the map. It is in this work that the teacher gives emphasis to the unifying principle in grammar grade geography, namely, the principle of relationship. It is this method of bringing under common topics all related facts—physical, climatic, industrial, commercial, descriptive, etc., that is to furnish the central thread in all A sixth teaching. The text book can furnish but a limited and scanty portion of all the material for this work. It is the burden and yet the salvation of the successful teacher to accumulate stores of material. Different teachers may feel free to select different topics for detailed treatment. McMurry, who probably first conceived and elaborated the "Type Method" has just published his "Type Studies from United States Geography". This is intended to furnish twenty-five type studies to the intermediate teacher, designed to introduce children to the geography of the United States. The book will be quite suggestive, how-

ever, and even quite helpful to the A sixth teacher. In the further execution of the same author's plan, he contemplates another series of type studies of North America which will deal with the more complex and difficult topics, such as the larger manufacturing and commercial subjects and some of the large cities as centers of population and trade. The following are some of the subjects which may be treated topically in the study of the New England States:

Pineries and Lumbering, Cod-Fisheries, and the Hoosac Tunnel. (See McMurry's Type Studies. Chase and Clow's Stories of Industry. Lane's Stories of Industry.)

The Ice Industry of Maine and the Making of Portland.

A Boston Ice Factory. (See Lane's Stories of Industry.)

The New England Quarries of Granite, Marble and Slate.

The Maple and Sugar Industry. (See Lane's Stories of Industry.)

New England Manufacturing, The Cotton Factories at Lowell, The Woolen Factories at Fall River, The Shoe Factories at Lynn, Watches at Waltham, The Arsenal at Springfield, etc.

A Study of the Great Looms. New England Tanneries.

Places of Interest: The Light Houses of the Coast, White Mountains, Plymouth, Bunker Hill, Concord and Lexington, Moosehead, Bar Harbor, Nantucket Island, Martha's Vineyard, Newport, The Great Universities.

Boston, "The Athens of America". Why? Its harbors. Its navy yard. Its suburbs, railroads, historic interests and land marks.

Follow the leading commercial routes of New England. The great railway lines, water-ways, canals, tunnels, etc.

Such isolated sentences as "Bangor is at the head of the tide water on the Penobscot river, which flows from the Maine forest region", should not be learned. If there is nothing more of description than that which can accompany the study of Bangor, ignore all. Children must not crowd their brains with lonely, isolated facts.

Map Drawing, Map Study and Drill.

In the study of any particular section, at least one-third of the entire time to be devoted to the study of each section

should be left for map study, off-hand map making, and drill upon localities.

This is the last time the children are to study the United States in detail. They should not leave the study of any section, rich as that study may have been in descriptive matter, without a thoro drill on the map. It is largely memory work and while it should not constitute the first or sole work in geography, nor should it be abstracted from descriptive geography, yet it should have a final and prominent emphasis.

Map drawing and map study are an essential part to all political and commercial geography. Map study and map drawing should be done by the children, frequently, in the study period and should be followed by directed map study and map drawing in the recitation time. Children should not spend extended time upon elaborate and carefully finished maps. They should have practice in the rapid execution of outlines on paper and on the board. Great accuracy of form, finished detail and artistic results should not be the aim. Some work with maps, as already suggested, may accompany the oral discussion of the physical features, the climate, the interesting facts about productions, occupations, the people, the leading places of interest, in fact, all topical treatments, all descriptive matter; but, as a rule, the most extended map study and map drawing should close the work upon a section or a political division. When the time comes to systematize the facts previously presented, when the time comes to organize and memorize locations, then the drill side of the work is to be emphasized in carefully planned lessons.

Maps should be sketched off-hand, at first from the book, or wall-map, afterwards from memory. It is sketched in the study period and then produced and often reproduced in the recitation. The map of any particular section of the states should be sketched on paper and on the board in from three to five minutes, and the teacher should then call for the class to designate the location of prominent cities, rivers, lakes, capes, mountains, etc., etc.

All highly colored and elaborately finished maps, if required at all, should come as a special exercise as the class is ready to leave a section.

Geography is more than a knowledge of names, more than an exercise of memory, and yet, if the life side of each particular

section has been properly appreciated and presented there is a sure, practical value to a certain amount of this working with the "spots on the map".

Special Topics for Detailed Study in Other Sections of the United States.

The suggestions offered above on teaching the geography of New England may be applied to every other section of states. The same method of approach, the same regard for descriptive geography, and the same emphasis on map study and map drawing should be observed.

The following special topics are among the many that may be treated in the different sections of states:

(a) Middle Atlantic States.
- The Hudson. (See McMurry's "Type Studies".)
- New York City. (See Carpenter.)
- New York Harbor.
- Castle Garden.
- Ellis Island.
- Statue of Liberty.
- The Brooklyn Bridge.
- Erie Canal and its Influence.
- The Locks at Lockport. (See McMurry's North America.)
- Buffalo Markets.
- Niagara Falls, Welland Canal, and the Commerce of the Lakes. (See "Type Studies".)
- Salt Beds at Syracuse.
- The Coal Mines of Pennsylvania. (See Chase and Clow's Stories of Industry, Vol. I; also Rocheleau's Great American Industries.)
- Anthracite and Bituminous Coal.
- Oil Wells Along the Alleghany.
- Iron Mines. (See Chase and Clow.)
- The Glass Factories at Pittsburg and Wheeling.
- The Fruit Orchards.
- The City of Philadelphia.
- The Mint at Philadelphia. (See Carpenter.)
- The Construction of Warships.

City of Baltimore.
Oyster Industry on the Chesapeake. (See Carpenter.)
The New Jersey Beach in Summer.
The District of Columbia and the Capitol at Washington.
The Tobacco Farms of Virginia. (See Carpenter.)
Old Point Comfort. Fort Monroe. Mt. Vernon.
The James River. (See "Type Studies".)

(b) The Southern States.
The Cotton Plantations and Slavery. (See "Type Studies". See also Carpenter.)
Sugar Cane and the Sugar Industry. (See Rocheleau's "Great American Industries".)
The Rice Fields of the Carolinas. (See Carpenter.)
The City of Charleston.
Orange Groves in Florida. (See "Type Studies".)
Florida Fruit Orchards.
Southern Forests and Southern Lumbering.
The Tanneries of the South. (See Chase and Clow's Stories of Industry, Vol. II.)
The Everglades.
Ranch Life. (See Lane's Industries of Today.)
The Delta.
Trip on the Lower Mississippi. (See "Type Studies" and Carpenter.)
New Orleans as a Center.
Indian Territory and the Reservations.
Oklahoma and its History.
Galveston and its History.
El Paso as a Gateway.

(c) The Central States.
The Glacial Drift. (See Dodge's Reader, Chap. XI.)
Lumbering in the North.
Corn and Wheat Regions and Industries. (See Rocheleau's Great American Industries.)
The Gas Fields of Indiana.
The Caves of Kentucky.
The Blue Grass Farms and Kentucky Stock.
The Tobacco Warehouses at Louisville

The Iron and Copper Mines of the Lakes.
(See Rocheleau's Great American Industries.)
Chicago as a Center.
The Lake Ports and Lake Traffic.
The Flouring Industry of Minneapolis.
The Black Hills.
The Prairies
A Typical Farm. (See "Type Studies".)
Great Commercial Routes of the Central States.
St. Louis as a Center.
Etc., etc.

(d) Western States.
"The Wonderland of America." (See Carpenter.)
The Mountain Systems and the Great Plains.
Farming by Irrigation. (See McMurry's "Type Studies".)
The Great Basin. (See "Type Studies".)
Yellowstone Park. (See Carpenter.)
A Gold Mine in California. (See McMurry's "Type Studies", Chase and Clow's Stories of Industries, and Carpenter.)
A Mining Camp in Colorado. (See Carpenter's "A Day in a Silver Mine".)
Salt Lake City. (See Carpenter.)
In the Yosemite.
The Big Trees.
California Fruits and Flowers.
The Colorado Canons.
Salmon Fisheries of the Columbia. (See "Type Studies", "Taking a Claim"; also, the Youth Companion Series for "Our Country West".)

(e) Some summary topics for development and composition work.
The relation of the United States to the other divisions of the continent.
Influence of steam, electricity and modern inventions upon our own civilization.
The dependency of the different sections on one another.

Modes of travel and the routes of transportation.
The rapid growth of cities.
The development of railways in the United States.
The influence of the printing press upon our national life.
The steady growth of our union.
(See Tarr and McMurry's North America. pp. 103-135.)

The Importance of Topical Recitations.

The political divisions of North America should now be taken up topically. The time has come when children should go after topics themselves. It is the teacher's business to direct the varied reading in the preparation of each lesson. The recitation is the pupil's time to talk. It is not a well conducted recitation unless the pupils "recite". A sixth grade *recitation* in geography is not a time for reading, either on the part of the pupils or the teachers. It is a time for measuring results, for expressing and comparing ideas. The child must be made to feel responsible. The teacher should name the topic and the children should be required to recite upon it. Teachers, as a rule, do too much talking, ask too many questions, interfere with free expression, with a flow of thought, and with a fluency and readiness of expression. Let children know that they are to be held responsible for a topical recitation and it will urge them on to constant and more thoro preparation. Do not lecture. Direct children to the material in the preparation of these lessons and demand that they come to the recitation informed upon the topics assigned.

Here is the time to teach children how to study, how to organize the thought gained from the printed page. Too many pupils waste three-fourths of their time in learning a geography or history lesson from a book. There is too much disregard to this waste of time, to the lack of intensity of effort on the part of children. The end of scholastic discipline is the power to get the largest amount of knowledge and truth from the printed page in the shortest possible time.

Much interesting reading for the children is available in the Youth Companion Series and the Little Journey series.

Detailed Study of North America.

Three or four weeks should be given to a study of the other political divisions of the continent, two weeks on Canada and Alaska and Danish America, one week on Mexico and the West Indies, and one week on Central America, The Hawaiian Islands and the Philippines.

In the study of North America the following outline is suggested for topical treatment. The teacher will need to plan her time carefully.

1. Canada.
   (a) Location. With reference to the United States; to England and Europe. Its latitude limits. Follow east to Europe, parallels 50, 60, 70. Use the globe. Follow south the meridians 60, 75, 90, 105, 120
   (b) Size. Compared with the United States. With Europe.
   (c) Outline. Off-hand sketch of North America, showing the general outline of Canada (Not the political divisions.) Show the Arctic Ocean, Baffin's Bay, Hudson Bay, Labrador, Newfoundland, Gulf of St. Lawrence, Nova Scotia, Bay of Fundy, the United States (as a whole), Vancouver Island, and Alaska.
   (d) Surface and Drainage. Note the main physical divisions only. The Great Central Plain, extending northward thru Canada from the United States; the Rocky Mountains: the St. Lawrence; the Great Lakes; Nelson River; and Lake Winnipeg; Mackenzie River and its system of lakes.
   (e) Climate. As affected by latitude. As affected by ocean currents.
   (f) Productions and Occupations. The millions of square miles of forests, and the lumbering industry. Salmon, cod, and mackerel fishing industries. Seals, sealing, and sealers. Agriculture and ranching. Mining and the Klondike region.
   (g) The People. Why so many French? Why Canada happens to belong to England?
   (h) The Seven Provinces and their capitals. The four organized territories. Newfoundland. Greenland,

Iceland and the islands north of North America. The government of Canada. The Governor-General and Parliament.

(i) The Cities. Montreal, the "New York of Canada". Why? Its favorable location. Its commercial routes. Its people. Population. The Victoria Bridge. Mt. Royal in the rear. The Winter Festivals, etc.

Quebec. The "Gibraltar of America". Why? The "Plains of Abraham". The Citadel. Its historical associations. Its people. Why so many French? Such isolated sentences as "Quebec is in the center of a very productive area" should not be learned. If there is nothing more of fact and interest than that to teach about Quebec, it would be better to leave all untaught.

Ottawa, as a capital. Its government buildings. Its Governor-General and the Parliament. The water power at Ottawa.

Toronto. Its Harbor. Its beauty. Its buildings. etc Halifax. St. Johns. Winnipeg. Victoria.

(j) Places of interest in Canada. Niagara Falls; Quebec; Tides in the Bay of Fundy; the Banks of Newfoundland; Saguenay River; The Canadian Forests; the Wheatfields; the Northern Pacific and its influence; the Lakes; the Klondike; the Magnetic Pole.

(k) Drill on the map study of Canada.

2. Alaska.

Area, location, latitude, climate, rainfall its history, its purchase by the United States Why? Its wealth and resources. Sitka, the climate. Dawson City and the Klondike. The Sealing Industry and the Pribilof Islands. Whaling. The government of Alaska.

3. Mexico.

Location with reference to the Western Hemisphere. Its latitude; relief and climate; industries and occupations; history. Cortez, Balboa, the Spanish, the War

with Mexico. Causes of its present backward civilization. A study of the City of Mexico. The government.

4. The West Indies.

Why so named? Its divisions. The Greater Antilles. Relation of the different islands to other countries. Reasons for so large a Spanish population. Columbus and San Salvador. Study of Havana as a city. The Spanish War. (Briefly.) The Bahamas. A paragraph on the Bermudas.

5. The Republics of Central America.

Latitude. The people. Leading cities. The rainfall. The jungles. The forest products. Other productions. Occupations. The earthquakes. The Panama Canal. The Nicagarua route.

6. The Hawaiian Islands.

Their history. The people and the island life. Industries. Government. The Climate. Volcanoes. Honolulu as a city. The islands as a coaling station.

7. The Philippines.

History. Climate. Resources and industries. The people. Manila as a city. The Government and education of the islands.

8. Review and Drill.

In all drill work, and along with the map drawing, children should become accustomed to writing geographical names. Make all drill on locations include that of spelling and pronunciation, as well. Make much use of the pronouncing vocabulary in the Appendix. Do not allow children to finish this year's work mispronouncing and misspelling the geographical names.

SEVENTH GRADE.

Scope of the Work and Apportionment of Time.

B Seventh.

(1) Review.

The B seventh work should open with a review of North America. About two weeks may be spent in a rapid-fire drill on the geographical facts of the different political divisions. The descriptive geography of the United States and North America belongs to the A sixth grade and no time should be given here for the development work in this study.

(2) Advance.

South America, six weeks.
Asia, seven weeks.
Africa, three weeks.
Australia, one week.

A Seventh.

Europe, fifteen weeks.
Review of the Geography of the World, four weeks.

The Guiding Principle.

A criticism that can be justly made against much of our grammar grade geography teaching is that it has dealt out to children a mess of unrelated facts ending in a disagreeable mixture or confusion of ideas. Facts have not been organized and properly related, important topics have not been selected and

elaborately treated, and the upper grade geography teaching too often has consisted of a general survey of superficies. There has been no ground-work, no basal principle, no unifying idea, guiding the teacher day after day. Rivers, lakes, cities, capes, islands, bays, gulfs, and so on, have been named and located; products, exports and imports have been enumerated; occupations have been mentioned; the countries, rulers, and capitals have been memorized; peoples have been described; stories, legends, and myths have been told and reproduced; the so-called "development work" may have been much emphasized or the children may have been drilled and drilled on facts, and yet the same children go out of school soon to forget all, with no practical knowledge and with no appreciation of geography as a science. Facts have not been properly related. There has been no principle, for example, relating physiographic and climatic topics with industrial, commercial, political, historical and social topics. It is this principle of relationship that is to guide the teacher, the principle by which the numerous facts of interest drawn from different sources will be brought together into central and larger topics. The central thread which will bind together large bodies of varied material is the idea of relationship—the idea of cause and effect. It is the causal idea, then, that is to furnish the new working principle. It is purely traditional, artificial and unnatural to isolate the various parts of a complex subject from one another and treat them separately. It will not do, then, to treat climate, the industries of men, the natural products, the location of cities, commerce, trade routes, and surface features as isolated topics without reference to the intimate and organic relationship among them.

The Unit of Study.

The usual method has been to make the political divisions the unit of study. There are good reasons for this. Different states and nations have played important individual parts; it is easy to designate certain political and territorial units clearly; the universal usage of books and of educated people has fixed these divisions in our language and in our thoughts as units, and there are still other reasons why the political unit, such as Brazil, France and England, should be continued as titles of im-

portant geographical topics. So the study of seventh grade geography is to be organized around nationalities, as heretofore, but the study should not only treat them as separate units, emphasizing characteristic marks, but it should study in relationship the physiography, productions, customs, language, commerce, literature, government, and national life. Each nation, in fact, is a large complex unit; and the series of nationalities, such as Argentina, China, Russia, and England must constitute a most important series of minor geographical topics, all studied in relation. The more complex unit, as France, Turkey, etc., is, to a large degree, a social unit, rather than a physical, political, or economical, for each nationality grasps into one thought a great variety of closely related elements. Geography is a complex study, then, fundamental to all other sciences, such as physiography, meteorology, geology, astronomy, biology, sociology, history, or government, and the tendency has been to treat it from the standpoint of these distinct sciences—a little of this, a little of that, all unrelated. If the school is to be justified in giving any large share of time in the grammar grades to geography, the subject must be conceived as underlying all the other sciences, the sciences of nature and sciences of man. No teacher can lead her children very far into true geographical matter before she finds the facts presented, closely bearing upon geology, astronomy, physics, mechanics, economics, sociology, and so on. Geography, then, when rightly conceived, when properly taught, will become one of the most valuable elements in the early education of children.

For a further emphasis of this broader view of geography, the teacher is asked to read McMurry's "Manual of Geography" from page forty-two on. Also, to study carefully Redway's "New Basis of Geography", Chap. IV, "Distribution of Life"; Chap. V, "Effects of Topography"; Chap. VI, "Effects of Topography and Climate on the Economical History of the United States"; Chap. VII, "Emphasis of Essentials"; Chap. VIII, "Pictures, Models and Globes", and Chap. IX, "Maps and their Uses". A full list of books suitable for upper grade teachers was outlined above for the A sixth teachers.

Ends to be Realized.

In view of the basis laid in the foregoing paragraphs for grammar grade geography, the teacher should keep in mind the main objects in view in the presentation of such matter to children.

1. Practical Information.
2. A Foundation for All Scientific Knowledge.
3. Appreciation of the Process of Adjustment of the Various forms of Life to Geographical Environment.
4 A Sociological Value Showing the Interdependence of Men.
5. Disciplinary Value.

(See A sixth outline.)

It is the disciplinary or psychological value that cannot be overstated to a seventh grade teacher. She is no longer to put first the observational home geography — the nature study—of the primary grades, nor the imaginative geography of the intermediate grades, and she is even to subordinate the memory work in the grammar grades—all that she may now present a Rational Geography. The greatest value must come in the upper grades, then, thru an appeal to the reason and judgment. If the faculties of reason and analysis are ever to be strengthened in the elementary school it must be in the last years. Unless geography is made now to present real problems, unless the causal idea is ever present, unless children are given opportunity for solving problems, there can be no exercise and development of these rational faculties. So in the upper grades, children are led beyond books out into the real world, into the home world once more, and into the world abroad, to study facts in their causes and in their relation to man and nature.

Home Geography, then, while it begins in the primary grades, is never to be understood until pupils in the higher grades are led deeper into the interpretation of phenomena, deeper than the mere observation and learning of facts. Children are never to interpret the world about them until they work out the problems of its phenomena on the basis of cause and effect. Thru the appeal to reason and judgment these children are now led for the first time in their lives to interpret in part the world about them and, therefore, the world abroad.

Steps in the Teaching Process.

In the presentation and study of each of the continents assigned to both the B and A seventh grades, there are at least three distinct steps:

1. Approach to the Continent and the General View.
2. Selection of Typical Topics for Elaborate Treatment.
3. Organization of Facts and Drill.

While the causal idea should be the controlling one in all of the above steps, it will manifest itself and incorporate itself more in the second, where the various minor topics are developed and discussed in detail and in their relations to the more general topic—the political unit. The third step should appeal less to the reason and more to memory, depending largely on map study and drill to give outline, clearness and fixedness to the numerous facts presented.

The First Step.

The following outline of the First Step should serve for the approach to each of the different continents and to each political unit assigned for seventh year work.

A good general idea of each continent should be acquired before the children are led into the regional study. This idea may be developed from a consideration of the following topics:

(a) Location.

With reference to hemisphere, other continents, oceans, latitude, longitude, zones, etc. With reference to the United States so far as latitude and longitude are concerned. Follow leading parallels and meridians to other lands.

(b) Extent and Size.

Compared with other continents. Approximate distances from point to point. Apply the scale in following great commercial routes.

(c) Outline.

Children should draw off-hand sketches of the continent, first from the book and then from memory, showing the characteristic form, leading irregularities

of outline, islands, surrounding waters, etc. In these first general outlines the political divisions should not be represented. Show the leading parallels and meridians.

(d) Relief and Drainage.

The above outline maps may be carried on into crayon relief maps. A greater effort should be made on the part of teachers and pupils to build up both by pencil and chalk, the relief of each continent. The larger physical divisions, the lake regions, the courses of rivers, the different surfaces are thus vividly impressed upon the child's mind. Special attention is called to the relief maps of the text. They are fundamental and should be carefully studied.

(e) Climate, Productions and Occupations.

No student can gain clear ideas of the location and the relief of any continent without, at the same time, acquiring ability to form some conclusions about the climate, the great product belts, and the possible industries. The teacher should keep in mind, however, that it is only the larger conclusions that should be drawn while the class is working with the continent as a whole. The more detailed study of climate, products and industries should be left for the study of each division. So while it seems advisable to begin the study of each continent by a brief survey of physical and climatic conditions, the more important thing, after all, will be to bring these physical causes into close relation to the special topics, later, when they are treated in full.

(f) The Approach to Each Political Division.

The above outline of the First Step to the continents should receive some consideration in the approach to each political unit. Children should first be given an idea of the location, size, outline, relief and physical features of the country studied. These lead immediately to the topics of climate, products and occupations. This is a subordinate step in the teach-

ing process, however, or rather it leads at once to the second step, where the various topics of interest and the study of each nationality are taken up in detail.

The Second Step—The Study of Special Topics.

The first step, as outlined above, should not be allowed a very large proportion of the time set aside for any continent or country. More than one-half the whole time for the study of the larger political units like France, Germany, or Egypt should be spent in somewhat elaborate development of the related sub-topics.

Not only should the pupils work out the general approach, the topography and climate, but they should select for somewhat detailed consideration a few prominent topics, which bring out, in a striking way, the pronounced characteristics of the people and country. If France is under discussion, Paris as a capital, a center of art, fashion and amusement, should furnish a topic. The production of wine, another. So, the manufacturers of silk, the French vineyards, the peasant life, and so on.

In Germany quite a different style of characteristic topics should be selected. The German army and military system, with the Emperor at the head. The German opera. The popular concert. The Rhine. The great iron manufacture. Etc.

A few characteristic topics in each country of the world, fully described, will give more geography and clearer notions of each nation than a catalog of products, industries, cities, etc., as is too often customary in teaching. But even this topic-method pushed exclusively, would end unsatisfactorily, as it would eliminate all the political map studies, and all the practical drill on names, locations, boundaries, etc. As said before, however, at least one-half the time in the grammar grade should be given to a development of all the various geographical elements or factors entering into the make-up of each nationality, but at the same time, or probably following the development work, the children should be thoroly drilled in map making and map study.

The following outline is intended to furnish seventh grade teachers with a suggestive list of topics in the study of each continent. Not all of the topics proposed should receive elaborate treatment.. The teacher may feel free to select, and, more than

that, to adapt her selection and presentation to the needs of her class. She may find it necessary and profitable to spend a whole lesson, or possibly, several lessons, upon a certain single topic; but as many times she should dispose of three, four, or a half dozen topics named in a single lesson.

Special Topics in South America.

Frye. Sec. 88-95.
McMurry's South America.
Carpenter's South America.
The South American Republics (The World and its People Series).

The great physical divisions—the Andes, the Selvas and the Amazon System, the Llanos and Orinoco, the Pampas and Plata, the Brazilian Highlands and Highlands of Guiana. The unpopulated areas of the continent. The regions deficient in rainfall. The regions of excessive rainfall. The animal life of South America. The people. The Governments. The Monroe Doctrine. Rio de Janeiro as a center. The coffee industry. Bahia and Para. The diamond industry. South American forests and their products, such as dyewoods, cabinet woods, cacao, cinchona, rubber, nuts, barks, etc. Buenos Aires as a center. Wheat fields of Argentina. Ranches and ranges. Aconcagua. The desert of Atacama. The Chilian mines. Valaparaiso and Santiago. Bolivian silver mines. Lake Titicaca. La Paz and Sucre. The Llama, the Condor, and products of Peru. Lima and Callao. Quito, Chimborazo and Cotopaxi. Bogota. Panama, its people, government, products, and Canal. Venezuela and Caracas. The Guianas and their government, exports, etc.

Special Topics in Asia.

Frye. Sec. 106-116.
McMurry. Asia.
Carpenter. Asia.
The World and Its People.

The teacher and class will do well to follow the adopted text, pages 161-172, in a general study of such topics as the highland regions, deserts, basins, slopes, Asiatic Islands, climate, plant life, animals and people. In the study of the nationalities such topics as the following suggest themselves:

The Chinese as a People and Nation. Climate, customs and religion. The Chinese Wall. The tea and silk industries. The Chinese cities, Peking, Canton, Hongkong, Shanghai, and Tientsin. The Grand Canal. The Great Rivers. Great mineral resources of China so little developed; why? Occupations of China, chiefly agricultural; why? Rice as the food staple of Asia. Manufacturing in China chiefly by hand; why? Chinese inventions. Chinese education. Railroads in China. Japan, the "Island Empire"; why? The Japanese, their government, customs, religion, rank compared with China and other nations. The Mikado. Japanese temples. The opium industry. Japanese education and Japanese students in America. Japanese cities, Tokio and Yohohama. Nipon and Formosa. Korea, its government, capital and people. Siberia. The importance and significance of the great Siberian Railway. The struggle for the possession of Asia by Russia, Great Britain, Japan and other powers. The Philippines and their government. The East Indies. The Himalayas. The great rivers of India, their deltas, and their flood plains. The Dekkan and its lava plain. People of India, their density, their religion, education and government. The forests of India and their products, such as pines, firs, junipers, magnolias, cedars, teak, mango, pepper, cinnamon, spices, bamboos, palms, jungles. Animals of India. Famines and plagues, their influence on other countries. Farming in India. Calcutta, Delhi, Bombay, Madras, Ceylon, Siam and Bangkok. Deserts of Asia. Valleys of the Tigris and Euphrates. The Holy Land, Dead Sea, Jordan, Galilee, Jerusalem and Bethlehem.

Special Topics in Asia.

Carpenter's Africa should be consulted freely in the development of the following topics:

The "Dark Continent"; why? African Explorers. Missionaries. The African Race, the historical reason why so many of this race in America. Rivalry of European nations for Africa. The political boundaries, why so difficult to trace? What are political boundaries? African plant life. Animal life. Exports. Belts of climate. Suez Canal, its construction and influence. Good Hope; why so named? Cape Verde, significance of the name. St. Helena; why? Red Sea; why so named? Its connection with history. The Nile, its delta, flood plains, annual overflow, place and influence in history, its pyramids, the Sphinx. African Harbors. The Cape to Cairo Railway, and its significance. The Sahara (detailed treatment). Nomads, a caravan trip. Sudan. Kongo Region. Madagascar. Madeira Islands. Cape Verde Islands. Canary Islands. Other Islands. South Africa, Cape Colony, Transvaal. Of what value are they? To whom do they belong? Connect with the South African War. Important African cities. Liberia, Sierra Leone, and the Barbary States. (See Questions on Africa, McMurry, page 460.)

Special Topics in Australia.

(See Frye's General Treatment.)

The Great Barrier Reef. History of Australia (See McMurry). Australian ranches. Farms. Mines. Cities, Melbourne, Sidney, Adelaide. New Zealand (detailed treatment). The South Sea Islands and Islanders. (See Questions, McMurry, page 485.)

Special Topics in Europe.

The A seventh teacher should study carefully the outline given the A fifth teacher on Europe.

The study of this continent presents almost an endless variety of subjects suitable for detailed development and discussion. The following outline presupposes a general treatment of Europe as a whole,

and so suggests only a limited number of topics, mostly physiographic, commercial, industrial, or economic. Topics pertaining to the customs, fashions, characteristics of the people, points of interest in travel, views, etc., such as taken up by Carpenter, the People of the World series, etc., are purposely omitted in the outline below. The teacher may feel free to draw from these sources, which may be used for supplementary reading, but she should not fail to lead her children into a deeper regional study, emphasizing the causal and relation idea.

The British Empire. Be sure that the pupils distinguish the difference between England, Great Britain, British Isles, and the British Empire. Advantage of England's position in the midst of the most progressive and most civilized nations of the earth. England's limited area and the development of her resources compared with China and the United States. The English as a stock, historically, a combination of races. Advantage of climate; why? Natural resources, soil, streams, harbors, mines, etc. Suppose the coal supply of Great Britain should fail. Coal is found near the sea; what advantage? Iron is found near the coal; what significance and advantage? Truck raising is even more profitable in England than in the United States; why? Northern England is a great textile manufacturing region. Where is the similar region in the United States; why? Manufacturing centers. Trade and transportation, numerous railroads. Inventions of James Watt and Geo. Stephenson. The Thames. Traffic with the United States. England's interest in the Suez Canal; why? English possessions over the earth. England's Government; why not a republic? The great English cities over the world. Ship building on the Clyde. English armies and navies at home and abroad. Causes contributing to make England a great maritime nation. Her navy compared with others.

Paris. As a center of art, fashion and amusement. The influence of Paris on the life of the world. French peasantry and the French government. The French Revolution. French industries to-day as related to French life and ideas. (See Questions on France, McMurry, page 237.)

Brussels as a type of Belgium cities, its people, commerce, industries, etc.

Holland. The reclaimed lands of Netherlands. The Dutch cities. (See Questions, McMurry, page 221.)

The Spaniards as a stock, compared with England. Spanish life and thrift. The Alhambra. Granada, and the Moors.

Scandinavian hardihood. The Northmen and Normans in history. Industries of Norway and Sweden. (See Questions, McMurry, page 263.)

The German Empire the Emperor, his army and navy. The German stock in history. Germany's rapid advance. Her thoro educational system. Influence of German Schools and scholars. Industries as related to the life and people of Germany. (See McMurry's Questions.)

Switzerland the physiography, climate, industries, customs, government, all studied in their organic relationship.

Rome as a center. The tunnels of the Alps. The Italian climate and the Italian. The Alpine Glaciers and the Po.

Turkey as a nationality.

St. Petersburg as a center. The Czar and his government. Russian Peasantry. Climatic belts and Russian products and industries.

All the above topics are merely suggestive of an aspect of geography teaching in the grammar grades that must not be slighted.

The Final Step—Review and Drill.

The third and last step in the teaching of a country is that of drill.

At least one-fourth or one-third of the entire time devoted to any continent should be given to "memory geography", centering around map drawing, map study, outlines of countries, rulers, capitals, important cities, influential rivers, and so on, giving organization and emphasis to world-known geographical facts.

Some map drawing has already been called for in the approach to the study of the continent. These first outline maps will give drill on the general surface features, the peninsulas, capes, islands, bays, etc. They will not deal with the political divisions, capitals, rulers, etc. They will come now.

While each country is being studied as a unit according to topical plan just outlined above, the teacher should take every opportunity to impress facts and locations. The wall map should be constantly before the child, the books may be open on the desk, the children's eyes may fall upon the map, and in all the discussions of cities as industrial centers, of industries, commercial routes, etc., the map should be continually leaving its impress.

No study of any continent should conclude without a number of special lessons being set aside for map drawing, map study and drill. Children should be led to draw skilfully from memory. It is not deemed advisable or profitable to spend time on the drawing of individual political units such as Chili, India, or Egypt, but most of the time to the continents as a whole, representing the political divisions in relationship. Such maps are outline maps, not relief maps, and should be drawn rapidly, in from three to five minutes. Then the locations of river systems, mountain ranges, capitals, cities, lakes, etc., etc., are designated by suitable marks. These are all outlined and drilled upon. Exports and imports, industries, etc.. are cataloged, and so on.

This method of study should never be made the first and only method. It is the old-fashioned way, and has value, but it should constitute the closing study of each continent.